



Samuel K. Solomon Elementary School

School Code: 226

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Samuel K. Solomon Elementary School
2875 Waiānae Uka Avenue
Wahiawa, Hawaii 96786

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

1SG Samuel K. Solomon Elementary School, commonly referred to as Solomon Elementary School, is named after a real-life hero, 1SG Samuel K. Solomon, who died in action during the Vietnam War in November of 1966. He volunteered to serve his country as a proud Wolfhound, saving the wounded men of his 1st Battalion 27th Infantry, 25th Infantry Division. Having served his country bravely, he earned the Silver Star, the Bronze Star and the Purple Heart. Solomon Elementary School originally opened at Wheeler Air Force Base in 1968, sharing the campus with Wheeler Elementary and Wheeler Intermediate Schools. Not until November 11, 1969 did the school become officially dedicated and opened as 1SG Samuel K. Solomon Elementary School. Since then, the school has paid numerous tributes to 1SG Solomon and the military, including the planting of a tree as a living memorial to our hero on March 18, 1985. Most recently, in November 2019 we celebrated the 50th Anniversary and dedication of the new Solomon Elementary school campus with 1SG Solomon's wife, Mrs. Virginia Solomon, son, John Solomon, and Governor David Ige in attendance.

Solomon Elementary School (SES) is a large elementary school serving over 800 military impacted students. Our students come from this transient population. Close to one third of our population will move in and out over the course of a school year. As a result, Solomon employs our Joint Ventures Educational Foundation (JVEF) Transition Center and Parent Community Networking Center (PCNC) to give our families and children a feeling of stability and continuity. Solomon Elementary was honored to receive a \$93 million DoDEA Federal & State funded grant in 2015 to build a brand-new school for our military children and families. Construction started in the summer of 2017 and we began moving into the new school buildings during the summer of 2019. Our doors opened on August 5, 2019 for the first day of school with the children at our new site.

Solomon Elementary went through our first Western Association of Schools and Colleges (WASC) Accreditation in the spring of 2017 meeting all requirements for accreditation. Although an arduous task, we have learned much about what we do and how we do it. We were visited again the spring of 2020 for our mid-cycle review and received feedback on the positive improvements we have made over the last 3 years. We welcomed a closer look at our practices and will use the feedback to revise and enhance our practices.

We are known as the Solomon Lions represented by the colors purple and gold, which are reflected in our alma mater, Song of Solomon. We proudly fly our flag, touting our axiom of SES or "Success for Every Student." The memory and good deeds of 1SG Solomon will continue to be instilled in our school community through our Lion Pride, to "be safe, be kind, be responsible."

School Setting

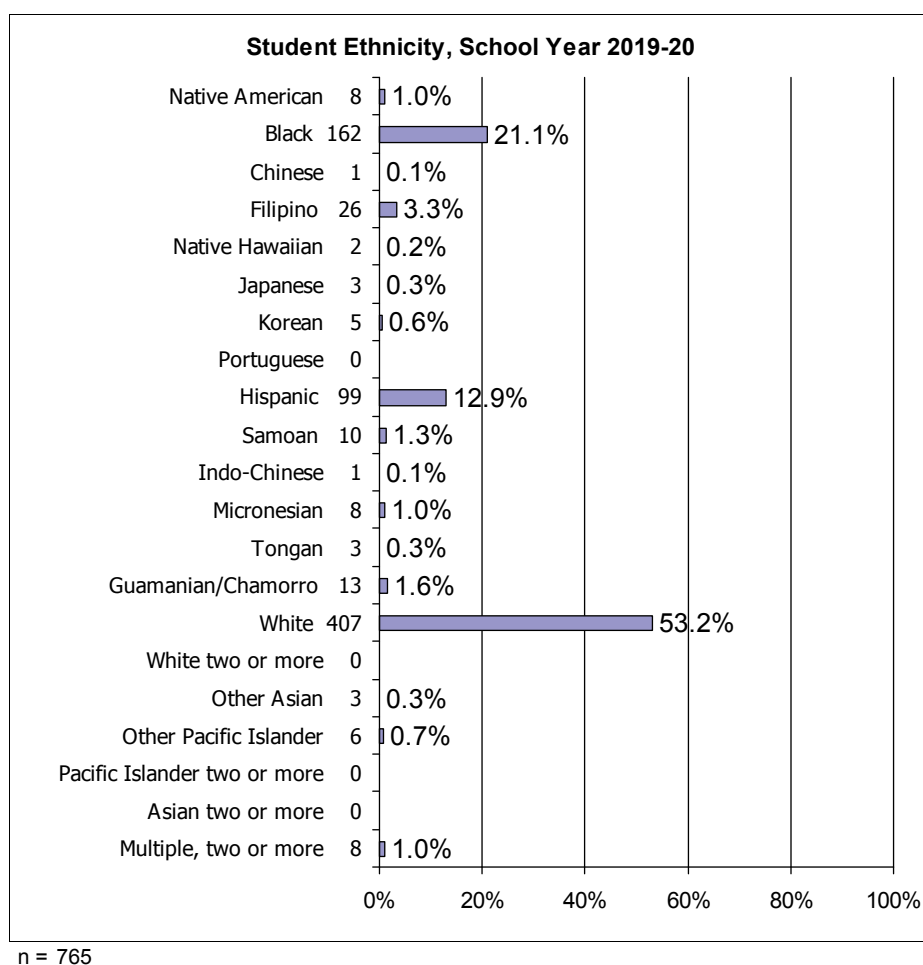
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	885	832	765	Number and percent of students in Special Education programs	64 7.2%	81 9.7%	92 12.0%
Number and percent of students enrolled for the entire school year	594 67.1%	481 57.8%	547 71.5%	Number and percent of students with limited English proficiency	38 4.2%	35 4.2%	53 6.9%
Number and percent of students receiving free or reduced-cost lunch	565 63.8%	460 55.2%	431 56.3%				

Note. -- means missing data.

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

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



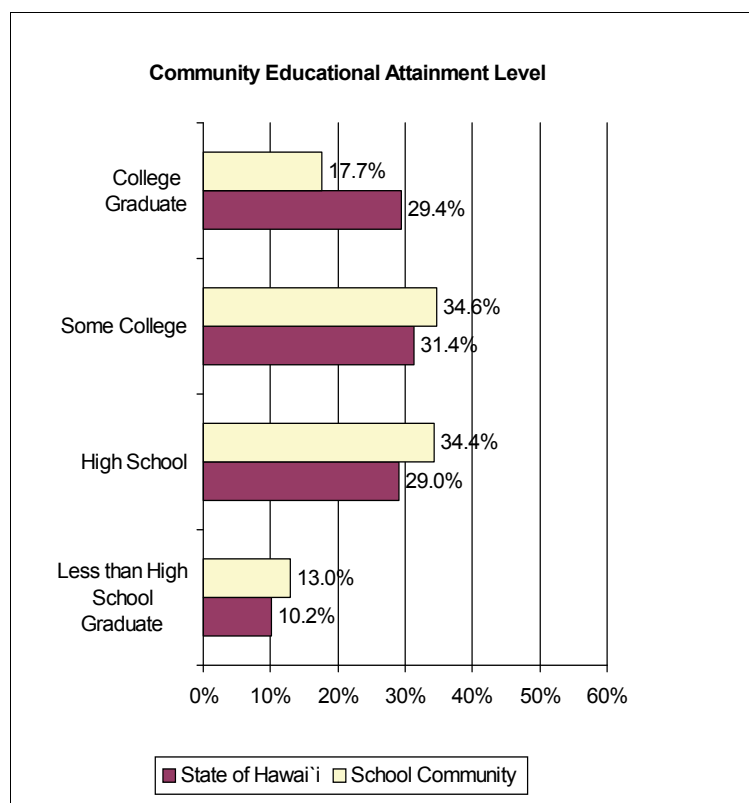
School Setting

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

Based on the WASC self-study conducted in 2017, Solomon's school-wide focuses have been centered on our WASC Priority Growth Areas. For each Priority Growth Area a vertically aligned committee was developed to analyze data, develop and implement an action plan, and monitor the plan's effectiveness.

Develop a school-wide Mission and Vision statement involving all stakeholders and improve parent involvement. The Mission/Vision/Parent Involvement committee utilized word clouds and technology to obtain individual input to develop the school's mission and vision statement. Once common values and goals were established, the faculty and staff worked together in groups to streamline and synthesize those ideals. The committee was able to develop a mission and vision statement using those ideals that all stakeholders had the opportunity to review and approve. The mission and vision statements became the guiding principles upon which our school began to thrive. The committee has also been instrumental in doubling parent involvement through our grade level events, technology opportunities and communication, student performances, and working with the PTSO to establish regular Family Food Truck Nights.

Develop common assessments to drive differentiation in Math and ELA. The use of iReady for both ELA and Math as a universal screener was implemented in 2018. The Math Differentiation Committee was able to analyze the iReady and determine that a spiral review of math concepts would be beneficial to supplement our math curriculum. The Math Differentiation Committee piloted and implemented a school-wide Calendar Math program to begin in the Fall of 2019. The ELA Differentiation Committee has developed a vertically aligned ELA skills pacing guide and is in the process of piloting and purchasing a Writing Curriculum for school-wide use. The work of the Math Differentiation and ELA Differentiation Committees in conjunction with our intensive school-wide ELA and Math RTI programs have dramatically improved our iReady scores and student growth for 18-19. Math iReady data shows that the number of students on grade level school-wide increased from 14% to 47% in one school year. ELA iReady data shows the number of students on grade level school-wide increased from 25% to 58% in one school year.

Implement PBIS school-wide and develop GLO criteria school-wide. Our PBIS committee has worked tirelessly to implement both Panorama as a Universal Screener for Social Emotional RTI and to implement Second Steps as our Core Social Emotional Curriculum. Our school also has developed an extensive Mindfulness program for Tier 2 supports in conjunction with our MFLAC and PSAP programs. Our Wellness Center has been critical as a Tier 3 support in tandem with our SWEP program and our SBBH. All of these supports combined have decreased the number of office referrals 692 in 17-18 to 303 in 18-19. The PBIS committee also developed GLO rubrics for every grade level that included self-reflection and student voice.

Continue to develop systems to target high needs populations with academic deficits. Our EL/High Needs committee has worked to better implement collaboration and inclusive services for both EL and Special Needs populations of students. This collaboration has allowed for students to be serviced in the general education classroom more than being pulled out for services. Our EL committee also conducted teacher professional developments to better build our general education teachers' capacity to service EL students in the general education setting.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		64.0
Regular Instruction, FTE	70.3%	45.0
Special Instruction, FTE	26.5%	17.0
Supplemental Instruction, FTE	3.1%	2.0

Teacher headcount		64
Teachers with 5 or more years at this school		35
Teachers' average years of experience		10.9
Teachers with advanced degrees		28

Professional Teacher Credentials

¹

Fully licensed	96.8%	62
Emergency hires	3.1%	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	14.9
Special Instruction	5.4

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	5.0
Librarians, FTE	1.0
Counselors, FTE	4.0
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

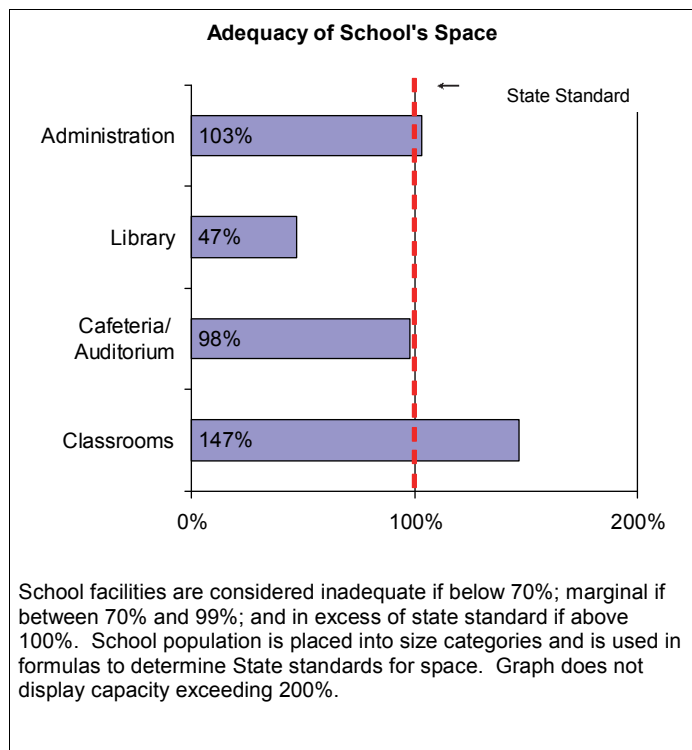
Classrooms available	65
Number of classrooms short (-) or over (+)	0

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	43.4%	77.9%	78.0%	86.0%	64.1%	71.4%
	2020	49.7%	76.7%	84.8%	86.3%	63.6%	68.2%
Well-Being	2019	43.2%	76.5%	87.2%	90.7%	--	--
	2020	57.4%	75.7%	89.2%	91.0%	--	--
Satisfaction	2019	35.2%	74.8%	79.6%	86.6%	--	--
	2020	49.5%	72.9%	86.1%	87.5%	--	--
Involvement/Engagement	2019	34.7%	74.6%	66.3%	74.9%	--	--
	2020	45.6%	73.2%	70.2%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	75.4%	79.9%	15.5%	34.9%	77.2%	86.0%
	2020	100.0%	84.5%	23.8%	37.7%	79.4%	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.

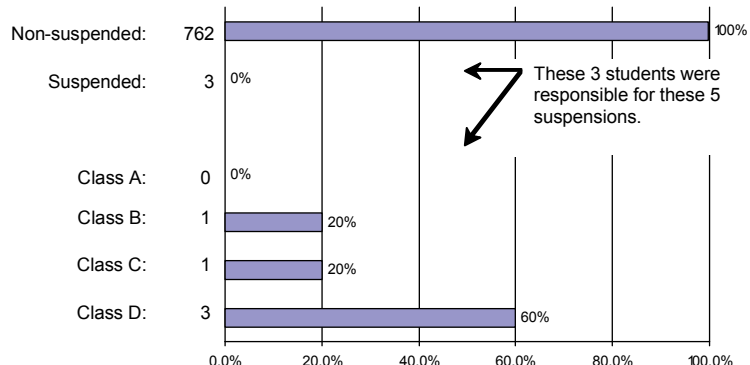
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.0%	95.1%	94.9%	95.0%
Average Daily Absences: in days (lower is better)			
9.0	8.6	6.8	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	681	676	582
Percent retained in grade	0%	1%	0%

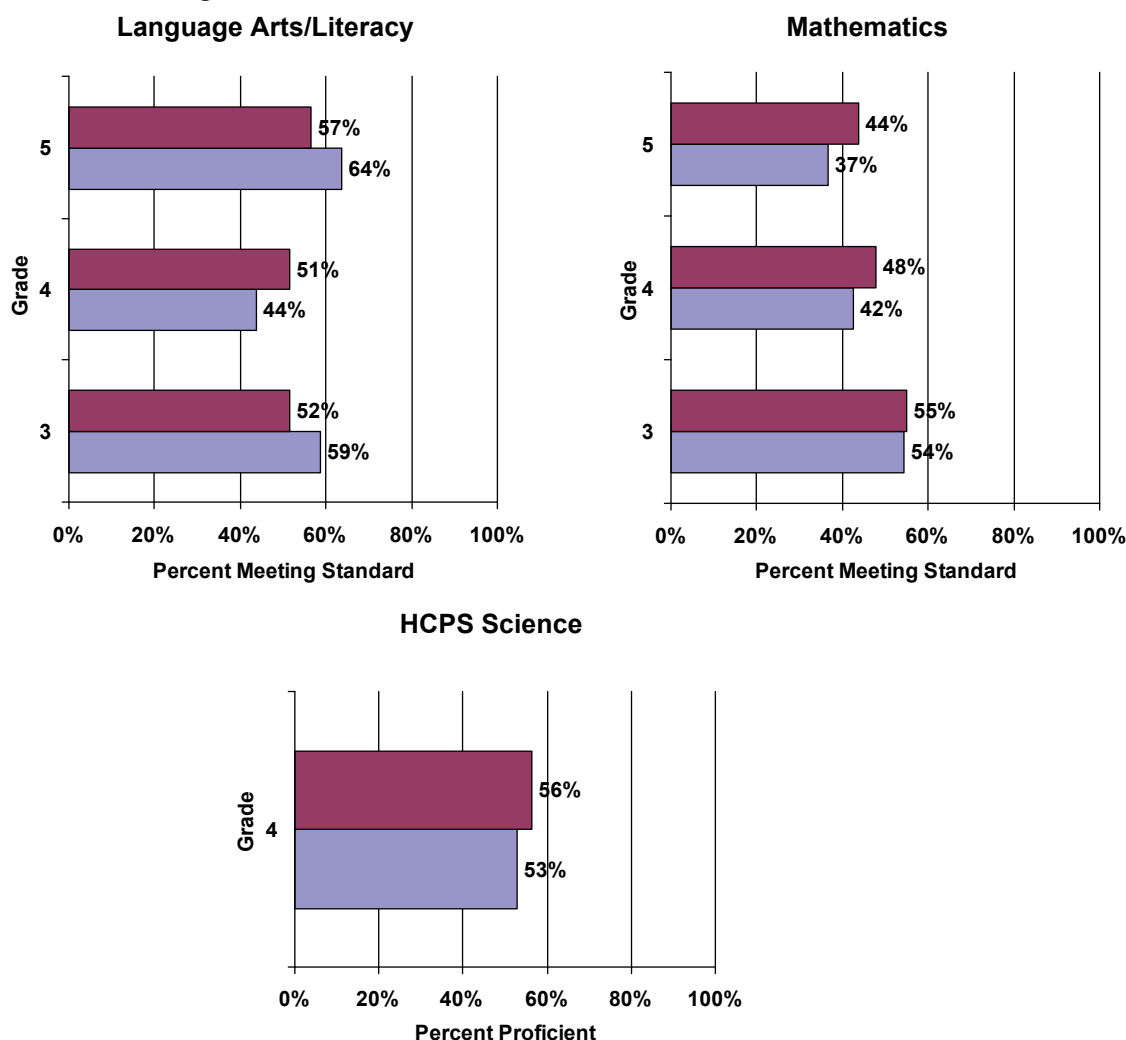
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Vital Signs

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

Samuel K. Solomon 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 2023.

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