



# Sanford B. Dole Middle School

School Code: 105

Grades 6-8

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



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### School Address:

Sanford B. Dole Middle School  
1803 Kamehameha IV Road  
Honolulu, Hawaii 96819

### 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

Governor Sanford Ballard Dole Middle School (DMS) is an urban Title I school in the Honolulu School District located on the island of Oahu. We educate students from grades 6 to 8 within the Farrington/Kaiser/Kalani Complex Area. DMS has completed its third year as an identified Comprehensive Support and Improvement (CSI) school. Due to the loss of our Statewide testing for SY 2019/20, we will be maintaining our current CSI status going into SY 2020/21. DMS Leadership Team has been actively leading our school improvement efforts with: 1) the development of a Multi-Tiered System of Support (MTSS) to provide instruction and intervention to support our students' individual needs; 2) increased student engagement through technology integration; 3) collaboratively utilizing three school-wide focused instructional strategies embedded in our pacing guides; and 4) continued efforts to create a safe and positive learning environment. We are also committed to professional development and provide positive learning opportunities for our various DMS role groups. To close our achievement gaps, DMS offers a comprehensive academic, social, emotional, and behavioral tiered support system. Stakeholder role groups (parents, community, student, school...) are provided opportunity for collaborative input in our school improvement efforts. These efforts have allowed our school to maximize student learning and engagement towards building the foundation for academic success. Through various supplemental funding sources, grants, and community partnerships, we have been able to: 1) address student comprehensive health needs (medical, dental, vision, mental health...), 2) create a safer school environment (decreased behavioral incidences, security fencing & cameras...), 3) offer extended learning opportunities and resources (tutoring and integration of Technology into everyday learning, 1:1 access to Chromebooks, a Promethean board in every classroom, STEM enrichment...), and 4) develop an innovative learning spaces to foster student "out of the box thinking." DMS is in the process of redesigning its extended enrichment learning programs through supplemental funding and partnerships. These free extended learning opportunities provide our students with a safe afterschool option to receive academic tutoring/homework supports, extracurricular and innovative learning activities. Additionally, DMS participates in the USDA free meal program called the Community Eligibility Provision (CEP) program. This program allows DMS to serve free meals to all students regardless of their eligibility for free or reduced-priced lunch. Building a positive school culture is an important component in our school improvement efforts. DMS embraces a middle school philosophy through grade level teaming to foster student academic, behavioral and socioemotional success when navigating the middle level years. To assist in the middle school transition into 6th grade, we have created smaller learning communities with upper and lower campuses to allow for a smoother transition to the middle level. Our upper & lower campus redesign and bell schedule changes allows for a calmer school climate and access to student services. Ultimately we hope to decrease student At-Risk behaviors and increase safety, leadership, and collaboration by building a positive learning climate for all stakeholders.

## School Setting

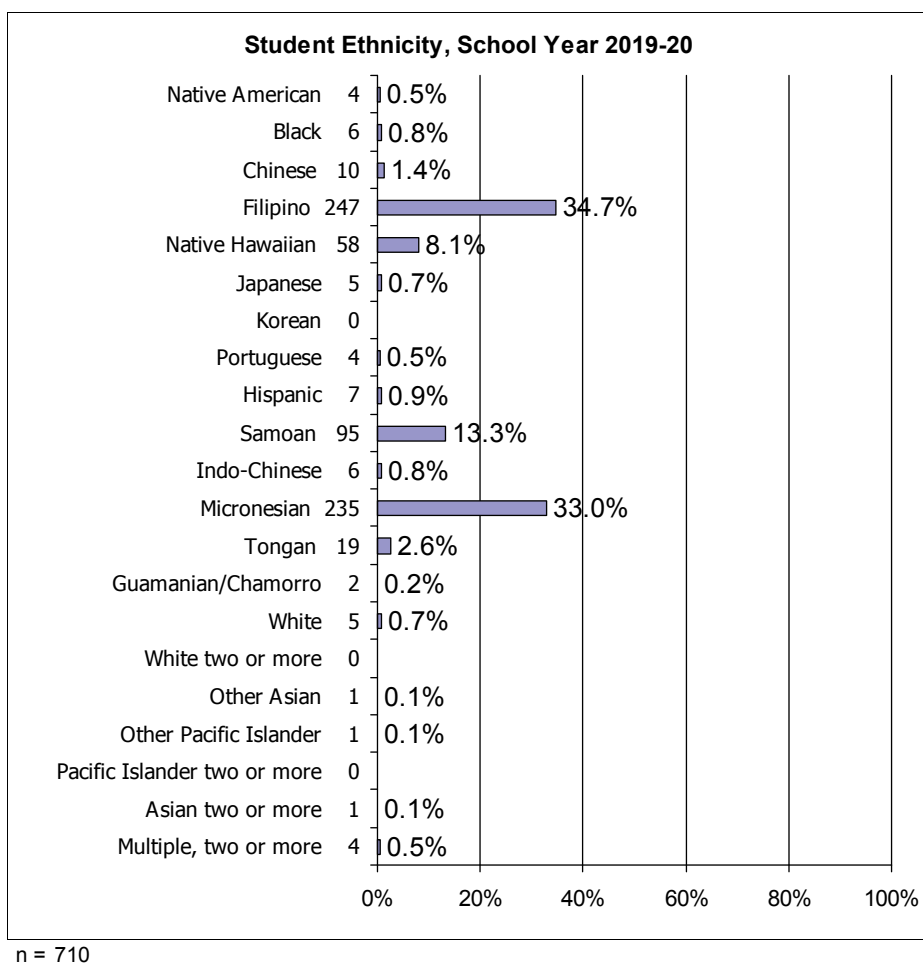
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	784	765	710	Number and percent of students in Special Education programs	77 9.8%	77 10.0%	78 10.9%
Number and percent of students enrolled for the entire school year	716 91.3%	704 92.0%	668 94.0%	Number and percent of students with limited English proficiency	164 20.9%	191 24.9%	226 31.8%
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.



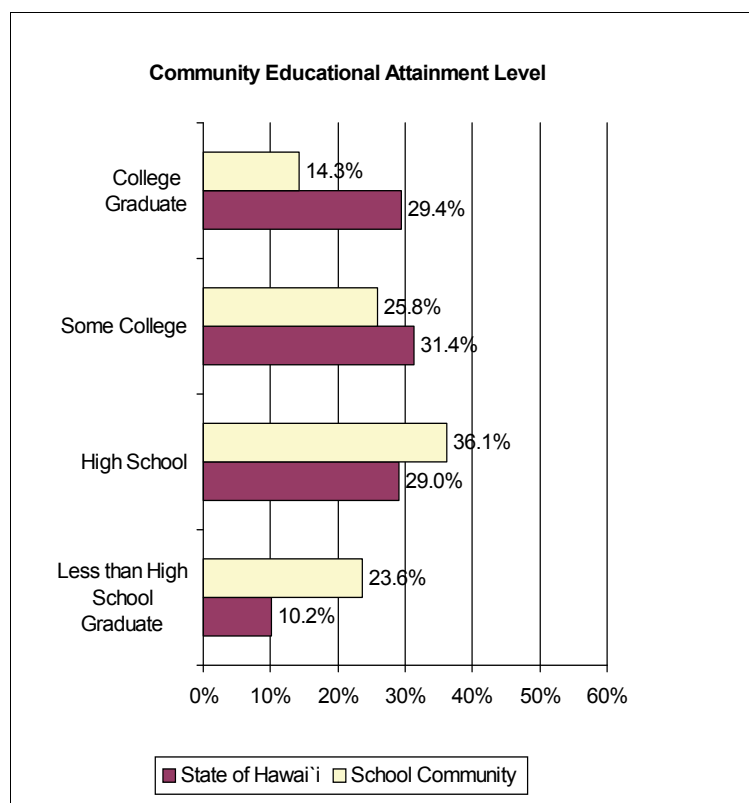
## School Setting

### 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

<b>Farrington HSC</b>	<b>School Community</b>	<b>State of Hawai'i</b>
Total population	49,872	1,360,301
Percentage of population aged 5-19	21.6%	18.4%
Median age of population	37.0	38.6
Number of family households	9,193	313,907
Median household income	\$64,206	\$66,420



## School Improvement

### Summary of Progress

In April 2018, the Western Association of Schools and Colleges (WASC) visiting committee identified four critical areas of improvement. These areas include the development of systems, procedures and practices to increase student understanding behavioral expectations; designing a comprehensive and consistent communication process to reach all stakeholders; building a positive school culture and relationships among all stakeholders; and implementing research based instructional strategies and assessments to increase literacy skills across the curricula and content areas. DMS received commendation in making significant progress in the development of a multi-tiered system of academic and behavioral supports to meet the needs of all of our students. Emerging areas of progress included: cultivation of a collaborative environment that increases respect, pride, trust, positive interactions and collaboration to increase a sense of community; some improvements in Math and ELA proficiency on standardized tests; creation of a positive environment that fosters student achievement; and improving the physical environment to create a safe and welcoming learning space conducive to learning. In April 2019, DMS had an updated visit by the WASC probationary visitation committee. Preliminary probationary report indicated continued improvement on school improvement efforts. Current probationary status update and final recommendations are pending WASC Committee notification in Fall 2019. During SY 2018-19, DMS has finalized our Multi-Tiered System of Support (MTSS) process, services, and programming. The system includes academic, behavioral and social-emotional needs of our students. MTSS has allowed DMS to create individual, grade level teams and school wide system that allow for increased student support and academic growth. Our focus going in to SY 2019-20 will be to improve our Tier I systems through the implementation of three school-wide focused instructional strategies embedded into our pacing guides and daily instruction; increasing student engagement through technology infused instruction; and applying evidence-based research strategies that work in schools to improve student learning. A foundational goal for DMS was to build an inclusive, safe, and nurturing learning environment for all of our stakeholder role groups (students, teachers, staff, parents, community...). We have improved our facilities by creating a variety of new learning spaces, adjusted our bell schedule to decrease loss of instruction, provided a positive transition to middle school by separating our 6th grade campus, and continue to build a safer school environment. Our goal is to continue to strengthen our grade level teams by incorporating the middle school philosophy and embedding the four essential attributes for young adolescents and 16 characteristics (AMLE). Although current lagging indicator measures resulted in some to no improvement in state assessments results, DMS has displayed considerable growth in iReady data (Reading and Math), daily attendance and behavioral incidences. DMS has built a strong foundation in systems, environment, and structure changes that will allow continued results in our school improvement efforts for our students.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		50.5
Regular Instruction, FTE	64.3%	32.5
Special Instruction, FTE	9.9%	5.0
Supplemental Instruction, FTE	25.7%	13.0

Teacher headcount	51
Teachers with 5 or more years at this school	32
Teachers' average years of experience	16.1
Teachers with advanced degrees	17

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	96.0%	49
Emergency hires	3.9%	2

<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	19.4
Special Instruction	15.6

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

#### Administrative and Student Services Staff

Administration, FTE	7.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

<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

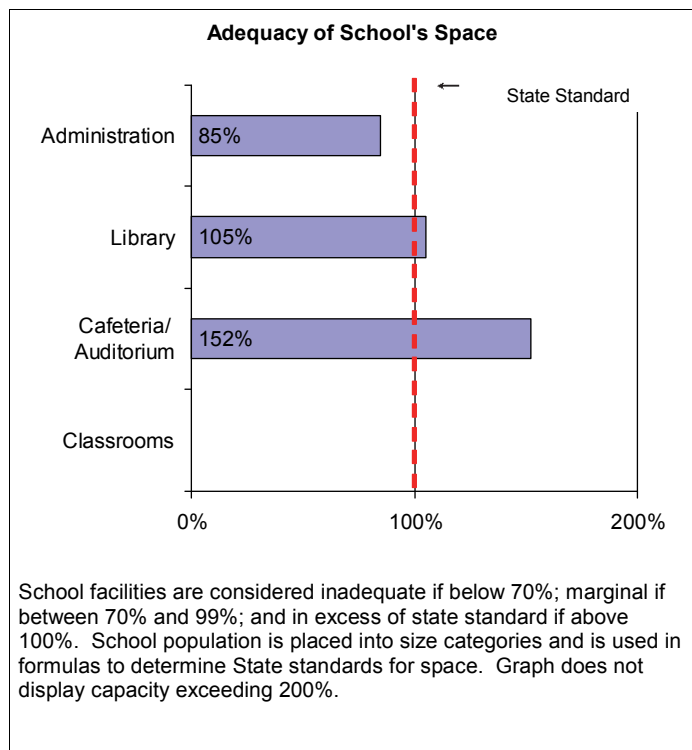
Classrooms available	--
Number of classrooms short (-) or over (+)	--

#### 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	52.2%	69.2%	72.7%	74.6%	56.3%	64.4%
	2020	24.8%	65.8%	66.0%	73.8%	50.1%	58.7%
Well-Being	2019	65.1%	70.1%	84.3%	83.0%	--	--
	2020	47.0%	68.1%	79.9%	82.5%	--	--
Satisfaction	2019	58.7%	65.0%	81.5%	78.5%	--	--
	2020	35.8%	63.8%	74.6%	77.7%	--	--
Involvement/Engagement	2019	57.7%	66.2%	60.9%	57.8%	--	--
	2020	30.8%	64.7%	61.9%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	76.6%	19.7%	24.1%	75.4%	84.2%
	2020	78.1%	86.2%	18.2%	27.7%	56.9%	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.

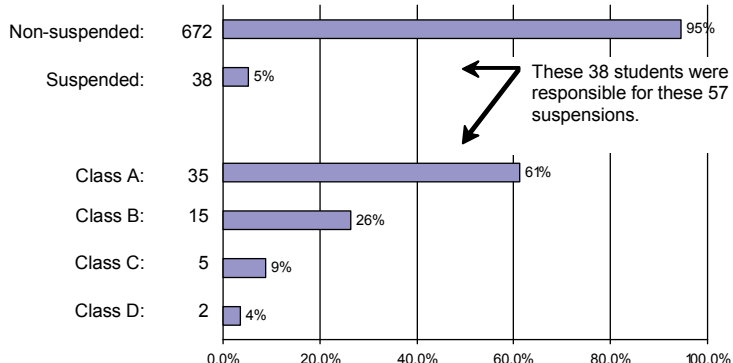
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
90.4%	92.2%	91.4%	95.0%
Average Daily Absences: in days (lower is better)			
17.2	13.7	11.4	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	230	218	210
Percent retained in grade	3%	3%	0%

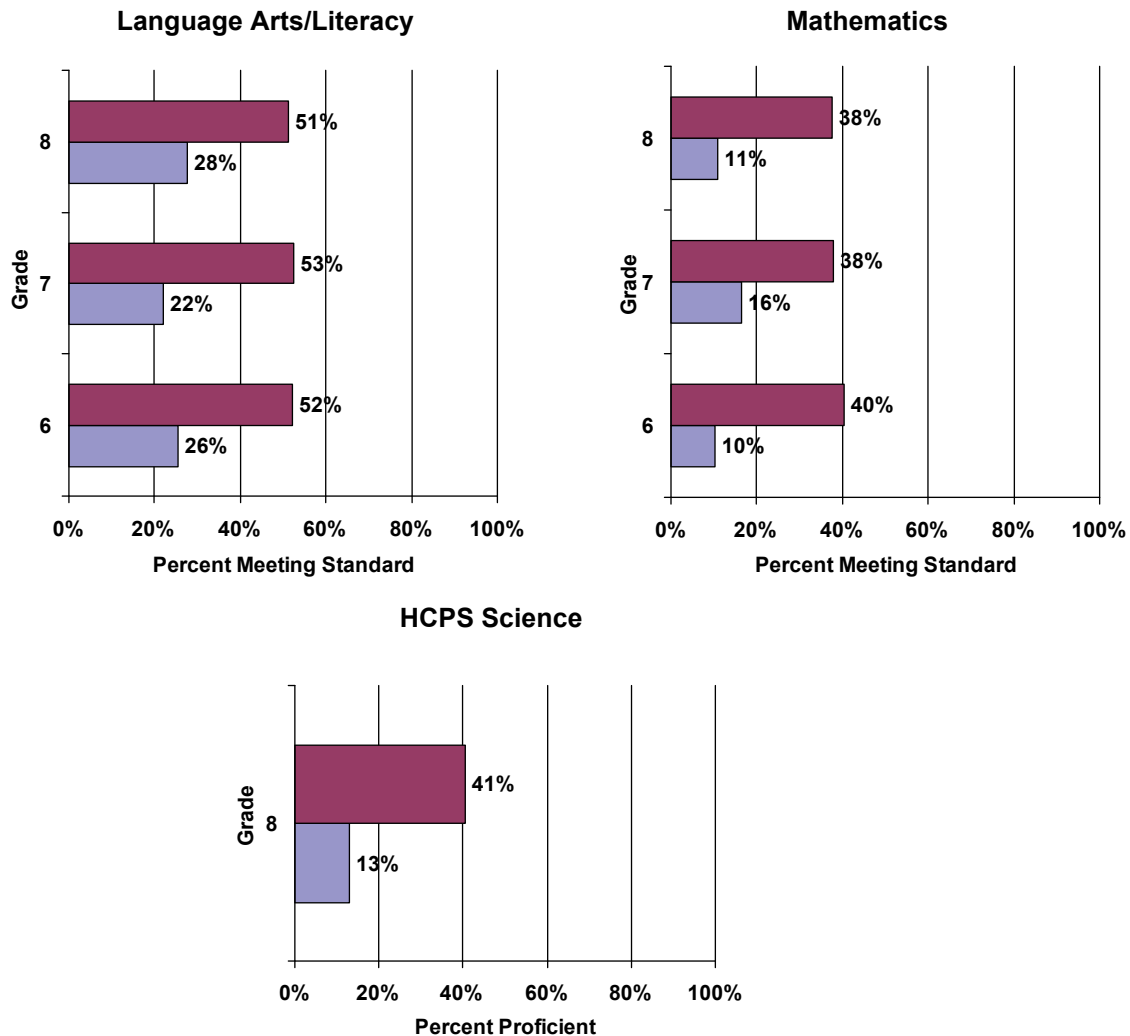
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## Vital Signs

### 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

Sanford B. Dole 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 2025.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:  
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