Situated near the piko (center) of Oahu between the Wai'anae and Ko'olau mountain ranges, Wheeler Middle School (WMS) is located in the town of Wahiawa on Wheeler Army Airfield. The place of Wahiawa is deeply connected to the ali'i of the island; it is the sacred place where ancient Hawaiian rulers were birthed and raised. Today, WMS continues the legacy of cultivating leadership, serving as a place of learning for our students who are preparing to become the next generation of global and community leaders.

Each day we hold fast to our mission at WMS to ensure success for every student. Our staff and support systems at WMS are dynamic, adaptive, and constantly evolving to best leverage the strengths of our school and meet the developing needs of our students. WMS strives to close achievement gaps by continuously searching for effective tools and resources that allow teachers to easily identify gaps in student learning and develop strategies to address individual student needs. Our school believes we have the responsibility and power to make a difference in the lives of all students and that we can successfully support learners of all abilities, experiences, and backgrounds.

Because the majority of our students come from different corners of the world and experience constant transitions and military deployment, our students are often compared to the seeds of the dandelion, which are easily scattered with the wind, blown from place to place, but able to grow wherever they land. Knowing this about our students and families, WMS puts structures in place that prioritize the social-emotional well-being of our students to create an environment where all students can not just belong, but thrive. Every student is placed in a smaller learning community led by a two-teacher team for core subject areas. Having a small number of students in each team means every classroom can operate like a family, or in Hawaii we say, “ohana.” This feeling of being a part of an ohana translates into our students feeling connected to their teachers, peers, and school community.

WMS is student centered at its core and this is evident in the way we organize our personnel, time, and resources. The faculty and staff design student experiences that support the attainment of academic goals, develop social emotional skills, and foster a strengthened sense of belonging to their school community. Though our school's student and teacher population is transient, WMS students consistently yield above-average growth scores and our math, science, and language arts proficiency scores are higher than the state average. Our students leave WMS prepared for high school, college, and career pathways.

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

Learn more at http://bit.ly/StriveHISystem
How many students participated in testing?

These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students’ modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (C) Participation rates allow readers to judge the extent proficiency and other test derived results such as growth, achievement gap, and 3rd and 8th grade literacy rates, are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, “To what extent are these results reflective of all students eligible to test?” “Are certain student subgroups over- or under-represented?” “Do those differences skew achievement results?” The following link provides guidelines and considerations when examining achievement results derived from low-participation rates, as well as other important pandemic related considerations: Appropriate Use of SY 2020-21 Hawai‘i Statewide Assessment Program (HSAP) Results.

https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing
In what learning environment did students receive instruction?

This bar chart shows the percent of students receiving instruction completely in-person or in a blended or completely virtual setting. Consideration should be given to the following: (A) Students’ learning modality varied across schools; (B) Some students seemed to achieve better in-person, while blended or completely virtual settings may have been more conducive to learning for other students; (C) A student’s learning modality can serve as a useful comparison when examining individual student achievement based on their learning modality, however, caution should be given when drawing such conclusions; and (D) Certain students may be more likely to attend in-person compared to other types of students, that is, students with disabilities. Schools may look into these students to determine if that is the case before drawing conclusions about performance based on students’ learning modality.

Source: Office of Information Technology Services (OITS)

How many students did not have adequate digital devices or internet access?

The following show the number and percent of students who did not have a digital device or internet access to adequately engage in distance learning.

23 out of 650  
3.5% of students did not have a device for connectivity  
State: 1.9%

23 out of 650  
3.5% of students did not have internet access  
State: 2.8%

Source: Office of Information Technology Services (OITS)
How are students performing in each subject?
Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.

- Language Arts: 72% (2018), 74% (2019), 68% (2021)
- Science: 80% (2018), 65% (2019), 61% (2021)

How are students performing compared to others?
Compares the percent of students meeting the standard/who are proficient on state assessments.

- Language Arts: 50% (State), 63% (School), 68% (Complex Area)
- Math: 27% (State), 36% (School), 39% (Complex Area)
- Science: 33% (State), 48% (School), 61% (Complex Area)

How are student subgroups performing?
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

- Language Arts: 78% (Non-High Needs), 58% (High Needs)
- Math: 51% (Non-High Needs), 28% (High Needs)

Achievement gap:
- Language Arts: 19 points
- Math: 23 points

21% of students learning English are on-track to English language proficiency

How many 8th graders read on grade level?
91% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th graders</td>
<td>11%</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>

State: 17%
Complex Area: 13%

How do students feel about their school?
Measures percent of students reporting positive school climate as measured by the Panorama Student Survey by school level.

- Secondary (For grades 6-12): 67%
- School: 67%
- State: 63%

1 2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with years prior to or following 2020, which were based on absences through May 1 of each school year.
Our Students • Our Future • Our Promise

Situated near the pike (center) of Oahu between the Wai'anae and Ko'olau mountain ranges, Wheeler Middle School (WMS) is located in the town of Wahiawa on Wheeler Army Airfield. The place of Wahiawa is deeply connected to the ali'i of the island; it is the sacred place where ancient Hawaiian rulers were birthed and raised. Today, WMS continues the legacy of cultivating leadership, serving as a place of learning for our students who are preparing to become the next generation of global and community leaders.

Each day we hold fast to our mission at WMS to ensure success for every student. Our staff and support systems at WMS are dynamic, adaptive, and constantly evolving to best leverage the strengths of our school and meet the developing needs of our students. WMS strives to close achievement gaps by continuously searching for effective tools and resources that allow teachers to easily identify gaps in student learning and develop strategies to address individual student needs. Our school believes we have the responsibility and power to make a difference in the lives of all students and that we can successfully support learners of all abilities, experiences, and backgrounds.

Because the majority of our students come from different corners of the world and experience constant transitions and military deployment, our students are often compared to the seeds of the dandelion, which are easily scattered with the wind, blown from place to place, but able to grow wherever they land. Knowing this about our students and families, WMS puts structures in place that prioritize the social-emotional well-being of our students to create an environment where all students can not just belong, but thrive. Every student is placed in a smaller learning community led by a two-teacher team for core subject areas. Having a small number of students in each team means every classroom can operate like a family, or in Hawaii we say, “ohana.” This feeling of being a part of an ohana translates into our students feeling connected to their teachers, peers, and school community.

WMS is student centered at its core and this is evident in the way we organize our personnel, time, and resources. The faculty and staff design student experiences that support the attainment of academic goals, develop social emotional skills, and foster a strengthened sense of belonging to their school community. Though our school's student and teacher population is transient, WMS students consistently yield above-average growth scores and our math, science, and language arts proficiency scores are higher than the state average. Our students leave WMS prepared for high school, college, and career pathways.

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

Learn more at http://bit.ly/StriveHISystem
How many students participated in testing?

These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students’ modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (C) Participation rates allow readers to judge the extent proficiency and other test derived results such as growth, achievement gap, and 3rd and 8th grade literacy rates, are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, “To what extent are these results reflective of all students eligible to test?” “Are certain student subgroups over- or under-represented?” “Do those differences skew achievement results?” The following link provides guidelines and considerations when examining achievement results derived from low-participation rates, as well as other important pandemic related considerations: Appropriate Use of SY 2020-21 Hawai’i Statewide Assessment Program (HSAP) Results. https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing
In what learning environment did students receive instruction?
This bar chart shows the percent of students receiving instruction completely in-person or in a blended or completely virtual setting. Consideration should be given to the following: (A) Students’ learning modality varied across schools; (B) Some students seemed to achieve better in-person, while blended or completely virtual settings may have been more conducive to learning for other students; (C) A student’s learning modality can serve as a useful comparison when examining individual student achievement based on their learning modality, however, caution should be given when drawing such conclusions; and (D) Certain students may be more likely to attend in-person compared to other types of students, that is, students with disabilities. Schools may look into these students to determine if that is the case before drawing conclusions about performance based on students’ learning modality.

How many students did not have adequate digital devices or internet access?
The following show the number and percent of students who did not have a digital device or internet access to adequately engage in distance learning.

23 out of 650
3.5% of students did not have a device for connectivity
State: 1.9%

23 out of 650
3.5% of students did not have internet access
State: 2.8%

Source: Office of Information Technology Services (OITS)
Wheeler Middle
2 Wheeler Army Air Field | Oahu | Leilehua-Mililani-Waialua Complex Area
2020-21 Strive HI School Performance Results

IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai‘i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.

How are students performing in each subject?
Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>72% 2018</td>
<td>74% 2019</td>
<td>68% 2021</td>
</tr>
<tr>
<td>68% 2018</td>
<td>66% 2019</td>
<td>39% 2021</td>
</tr>
<tr>
<td>80% 2018</td>
<td>65% 2019</td>
<td>61% 2021</td>
</tr>
</tbody>
</table>

How are students performing compared to others?
Compares the percent of students meeting the standard/who are proficient on state assessments.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% State</td>
<td>63% Complex Area</td>
<td>68% School</td>
</tr>
<tr>
<td>27% State</td>
<td>36% Complex Area</td>
<td>39% School</td>
</tr>
<tr>
<td>33% State</td>
<td>48% Complex Area</td>
<td>61% School</td>
</tr>
</tbody>
</table>

How are student subgroups performing?
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>78% Non-High Needs</td>
<td>58% High Needs</td>
</tr>
<tr>
<td>51% Non-High Needs</td>
<td>28% High Needs</td>
</tr>
</tbody>
</table>

Achievement gap: 19 points
Achievement gap: 23 points

21% of students learning English are on-track to English language proficiency

How are students’ academic progress measured?
Schools' Smarter Balanced growth is represented by a Median Growth Percentile (MGP) which ranges from 1 - 99. HSA-Alt & KAEO growth shows the percent of students making one year of growth.

<table>
<thead>
<tr>
<th>Smarter Balanced</th>
<th>HSA-Alt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>69</td>
</tr>
<tr>
<td>Math</td>
<td>70</td>
</tr>
<tr>
<td>KAEO</td>
<td>--</td>
</tr>
</tbody>
</table>

How many 8th graders read on grade level?
91% of 8th graders read near, at, or above grade level

How many students missed 15 or more days of school this year?

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>8% Complex Area</td>
<td>11% State</td>
<td>3% Complex Area</td>
</tr>
</tbody>
</table>

How do students feel about their school?
Measures percent of students reporting positive school climate as measured by the Panorama Student Survey by school level.

<table>
<thead>
<tr>
<th>Secondary (For grades 6-12)</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

12020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with years prior to or following 2020, which were based on absences through May 1 of each school year.