



# Waihee Elementary School

School Code: 424

Grades K-5

## School Status and Improvement Report School Year 2004-05



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### 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, reports student achievement results along with other vital signs.

### School Description

Waihe'e School is a K-5 year round school located on a 6 acre site. It serves a 13 mile geographic area of culturally and socio-economically diverse families. It is our school's belief that a strong academic program is required to help children acquire basic skills. This school year, we adopted a new reading program. A Comprehensive Student Support System has been implemented to respond to a broad range of students' needs by providing comprehensive, coordinated, integrated, and custom supports that are accessible and strength-based so that every child can achieve in school. Enrichment and tutorial programs are available for the students. There were many exciting and educational activities happening throughout the year. Staff, parents, and community support are always evident. Waihe'e School also receives ongoing support from the SCBM council and PTA Board.

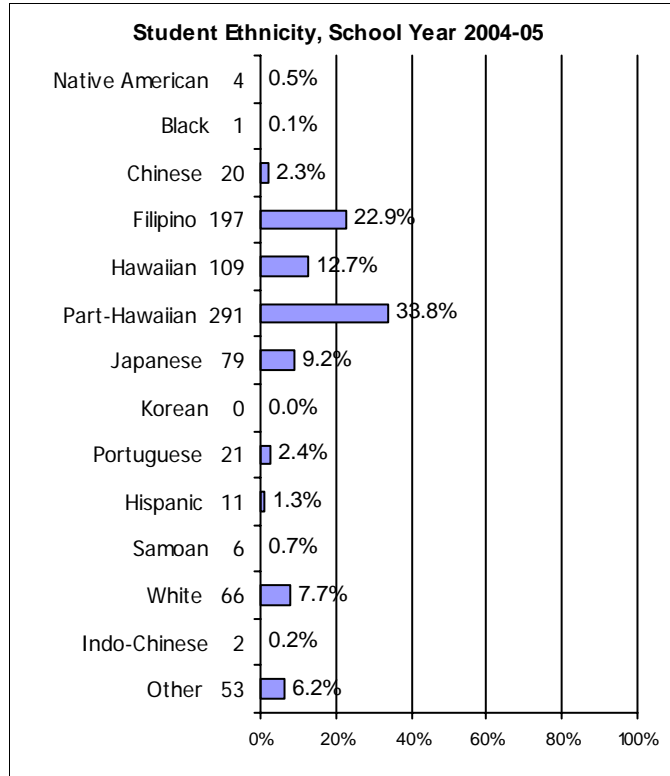
#### School Address:

Waihee Elementary School  
2125 Kahekili Highway  
Wailuku, Hawaii 96793

## School Setting

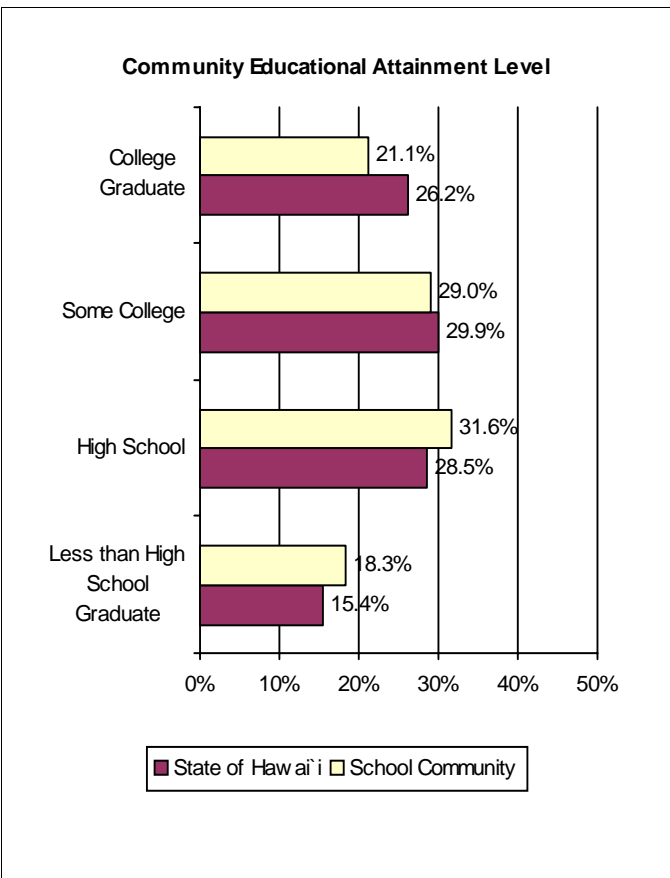
### Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	828	833	856
Number and percent of students enrolled for the entire school year	796	812	805
	96.1%	97.5%	94.0%
Number and percent of students receiving free or reduced-cost lunch	347	323	339
	41.9%	38.8%	39.6%
Number and percent of students in Special Education programs	62	50	57
	7.5%	6.0%	6.7%
Number and percent of students with limited English proficiency	30	25	42
	3.6%	3.0%	4.9%
Percent of Kindergartners who attended preschool	--	--	70%



### Community Profile Based on the 2000 U.S. Census

Baldwin Complex	School Community	State of Hawai'i
Total population	22,782	1,211,537
Percentage of population aged 5-19	22.4%	20.6%
Median age of population	36.3	36.2
Number of families	5,308	287,068
Percentage of families with children under 18	49.9%	45.0%
Percentage of families with children headed by a single mother	19.2%	18.3%
Average family size	3.5	3.42
Median household income	\$51,251	\$49,820
Percent of households with Public Assistance income	7.1%	7.6%
Percent of families with children living in poverty	10.6%	11.2%



## School Improvement

### Summary of Progress

Waihe`e School qualified for Title 1 Schoolwide funding for school year 2004-05 and will be a targeted assist Title 1 school for SY 2005-06.

Waihe`e School completed year 2 of a two-year Reading First grant in school year 2004-05.

Waihe`e School received assistance from Pihana Na Mamo, the Native Hawaiian Special Education Project, in school year 2004-05 and will continue to receive funding from Pihana Na Mamo in school year 2005-06, the last year of that grant.

Each of these funding sources required an action plan that coordinated with and supported the school's goals and objectives as written in the SID.

The Title 1 and Reading First Action Plans which are closely aligned with the SID Action Plan, have been the hub around which instruction and professional development have revolved during school year 2004-05. A new reading program (Harcourt Trophies) implemented this year, and a math program (Harcourt Math 2002) in its second year of use, are the basis for our curriculum across all grade levels K-5. Professional development activities throughout the school year, have been funded through a variety of sources with two central foci: becoming a standards-based school, which includes preparing the staff for the standards-based report card, and research-based best practices for delivering curriculum and instruction. In addition to professional development days built into the school calendar and substitute days planned for inservice, staff development was delivered at monthly faculty meetings to reinforce professional learning. As stated in the past, Waihe`e School regards the SID, in particular, the Action Plan, as a working document and a guide to school improvement.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		49.5
Regular Instruction, FTE	72.7%	36.0
Special Instruction, FTE	14.1%	7.0
Supplemental Instruction, FTE	13.1%	6.5
Teacher headcount		50
Teachers with 5 or more years at this school		34
Teachers' average years of experience		12.1
Teachers with advanced degrees		11

**Professional Teacher Credentials**

Fully licensed	98.0%	49
Provisional credential	2.0%	1
Emergency credential	0.0%	0

**Students per Teaching Staff \***

Regular Instruction	18.8
Special Instruction	8.1

\* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

**Administrative and Student Services Staff**

Administration, FTE *	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

\* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

**Facilities**

School Year Ending 2005

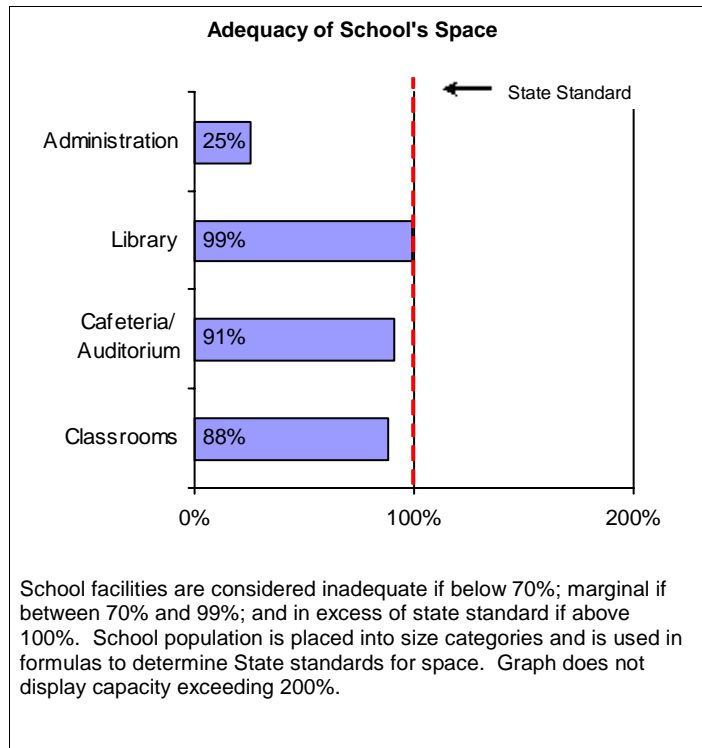
Classrooms available	42
Number of classrooms short (-) or over (+)	-8

**School facilities inspection results**

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
<b>Total</b>		16	

For each category:  
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

**For Total:**  
6-8 = Unacceptable; 9-15 = Satisfactory;  
16-18 = Very Good



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

#### Percent of Positive Responses

School Quality Survey <sup>*</sup>		Teachers		Parents		Students	
		School	State	School	State	School	State
Dimensions							
Standards-Based Learning	2003	94.9%	--	86.7%	--	82.3%	--
	2005	89.8%	87.4%	89.2%	77.1%	74.8%	76.5%
Quality Student Support	2003	91.7%	--	77.9%	--	75.2%	--
	2005	87.5%	79.7%	82.1%	72.9%	67.0%	66.4%
Professionalism & System Capacity	2003	91.5%	--	92.9%	--	90.8%	--
	2005	88.3%	77.6%	96.8%	83.7%	80.7%	84.4%
Coordinated Team Work	2003	91.1%	--	65.8%	--	68.6%	--
	2005	93.7%	77.2%	70.2%	58.4%	58.8%	64.0%
Responsiveness of the System	2003	95.7%	--	80.8%	--	There are no student items for this dimension	
	2005	96.4%	82.9%	79.5%	70.3%		
Focused & Sustained Action	2003	92.9%	--	60.5%	--	75.5%	--
	2005	86.5%	80.2%	65.2%	57.3%	67.0%	72.9%
Involvement	2003	93.0%	--	71.8%	--	51.9%	--
	2005	96.4%	85.6%	72.5%	68.5%	51.3%	59.8%
Satisfaction	2003	92.2%	--	85.0%	--	79.7%	--
	2005	85.5%	65.8%	94.0%	70.6%	74.0%	72.8%
Student Safety & Well Being	2003	95.3%	--	80.9%	--	74.1%	--
	2005	94.1%	86.0%	83.4%	75.1%	64.9%	65.0%
Survey Return Rate <sup>**</sup>	2003	89.6%	--	28.3%	--	100.0%	--
	2005	82.2%	78.6%	26.9%	23.8%	94.4%	91.1%

<sup>\*</sup> State Teacher and Parent positive response figures are one of 4 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.

<sup>\*\*</sup> State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

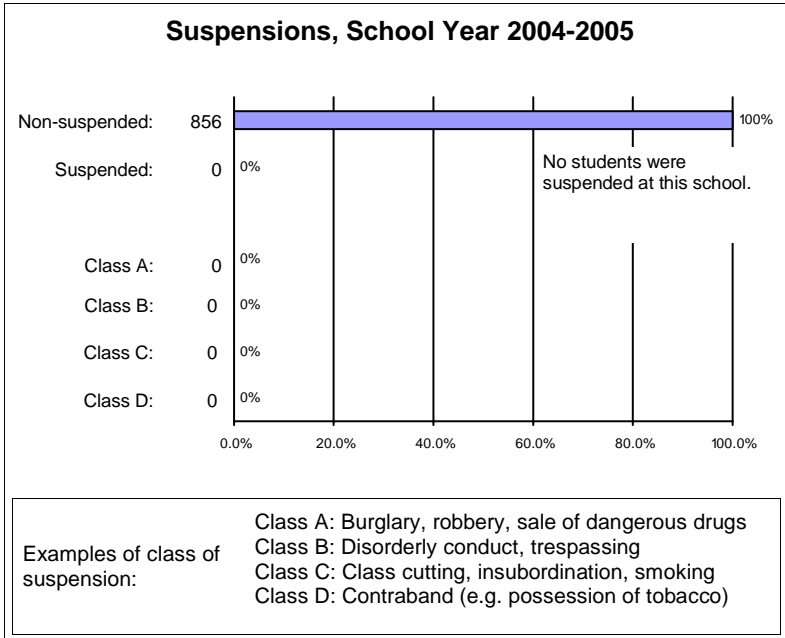
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			
2002-03	2003-04	2004-05	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
94.7%	94.6%	94.6%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
9.5	9.6	9.6	<b>9</b>

**Suspensions, School Year 2004-2005**



**School Retention**

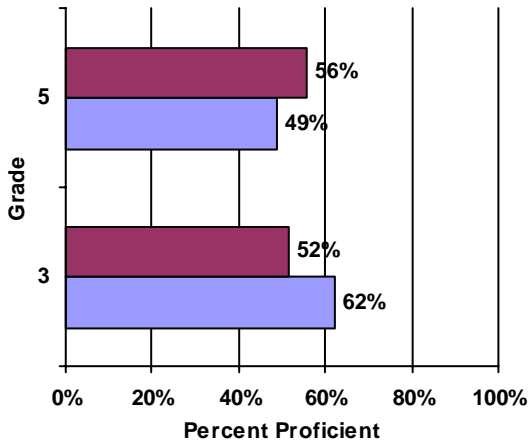
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to NCLB requirements are used.

	Retention		
	2003	2004	2005
Total number of students	690	691	725
Percent retained in grade	1%	1%	0%

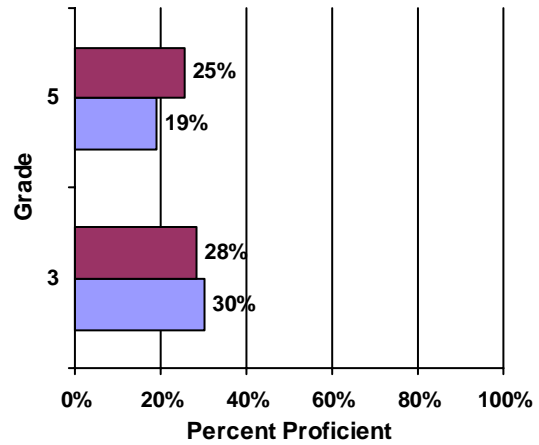
**Vital Signs**

**Statewide Testing**

**HCPS Reading**



**HCPS Mathematics**



School
  State

A bar may not be shown to maintain student confidentiality (see FERPA).

**HCPS Writing Test**

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
5	3.1	3.1	3.1	3.0	3.1	3.0	3.0	3.0	3.2	3.2	3.1	3.1
3	2.9	2.8	2.9	2.8	2.7	2.6	2.8	2.6	3.0	2.9	2.9	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

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

**Stanford Achievement Test, 9th Edition**

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
5	76%	78%	86%	83%
4	72%	74%	89%	84%
3	90%	82%	92%	87%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

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**Other School Information**

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