



Wailuku Elementary School

School Code: 425

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

Located in the seat of Maui County, Wailuku Elementary School, home of the proud Wildcats, celebrated its centennial year in 2004. The school serves a diverse population of students from the communities of Wailuku Heights, Waikapu, Happy Valley, Puuohala, and Sand Hills. Approximately 47.5% of our students receive free-reduced lunches, qualifying Wailuku Elementary for Title 1 funds. Instruction in our regular education and support classes is geared to student needs driven by a Standards-based curriculum. A newly formed School Community Council is responsible for supporting school improvement and student achievement through increased community involvement in the school. In addition, the Wailuku PTSA supports our programs with an annual "Fun Run" to foster school pride and to generate funds to support student achievement. Our school's focus is on building literacy, critical thinking and relationships. Wailuku Elementary is a school where "Children Come First."

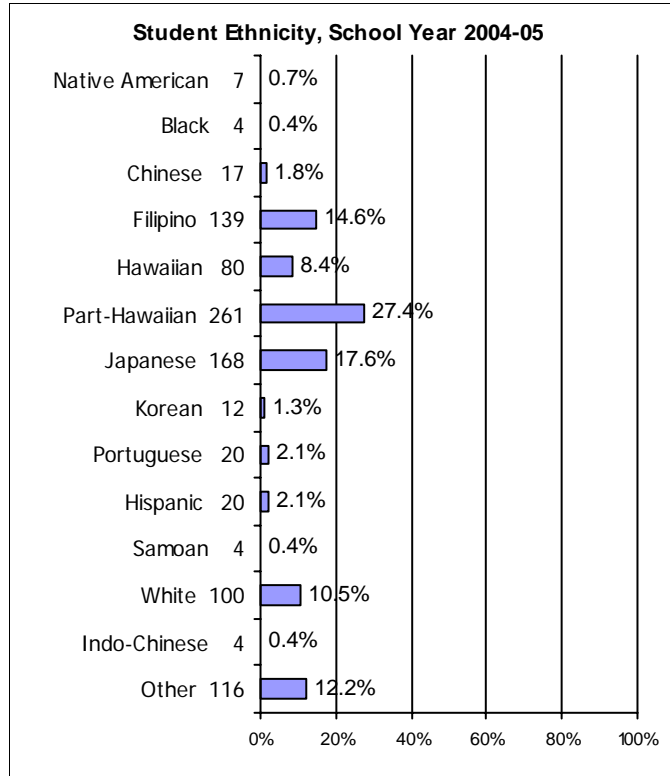
School Address:

Wailuku Elementary School
355 South High Street
Wailuku, Hawaii 96793

School Setting

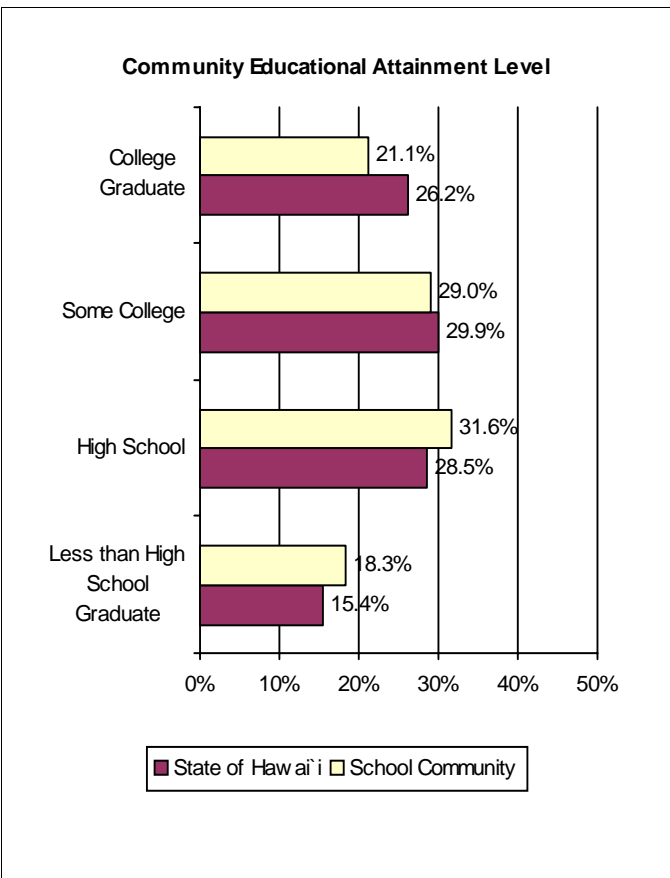
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	959	937	937
Number and percent of students enrolled for the entire school year	897 93.5%	876 93.5%	872 93.1%
Number and percent of students receiving free or reduced-cost lunch	456 47.5%	412 44.0%	453 48.3%
Number and percent of students in Special Education programs	86 9.0%	74 7.9%	86 9.2%
Number and percent of students with limited English proficiency	23 2.4%	47 5.0%	72 7.7%
Percent of Kindergartners who attended preschool	--	--	63%



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

Focus 1: Literacy

Teachers developed curriculum maps for Reading and Math and utilized them to ensure that students were taught the standards that were assessed in April 2005. Students not meeting the standards were provided with extra layers of support during the day, and those approaching benchmarks attended "Reading" or "Math" camp to strengthen their competencies. A community grant to promote literacy provided tutoring to students after school.

Focus 2: Critical thinking

We completed the acquisition of new Science curriculum across the entire school that is aligned to the Hawaii Standards, and adopted a new Math curriculum for implementation during the 2005-06 school year.

Focus 3: Relationships

Positive Behavior Systems and the nationally validated Positive Action Program were integrated to address school wide expectations for behaviors and promote positive relationships between students, staff and parents. After our third year as a pilot school in Positive Action, staff, student and data indicate a high level of implementation and the following effects: Teacher have integrated the development of positive relationships with teaching to the standards. Student achievement and behavioral referrals have a positive relationship with implementation of this system.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		56.5
Regular Instruction, FTE	67.3%	38.0
Special Instruction, FTE	15.9%	9.0
Supplemental Instruction, FTE	16.8%	9.5
Teacher headcount		57
Teachers with 5 or more years at this school		35
Teachers' average years of experience		15.3
Teachers with advanced degrees		16

Professional Teacher Credentials

Fully licensed	89.5%	51
Provisional credential	10.5%	6
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	17.9
Special Instruction	9.6

* 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	1

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

Facilities

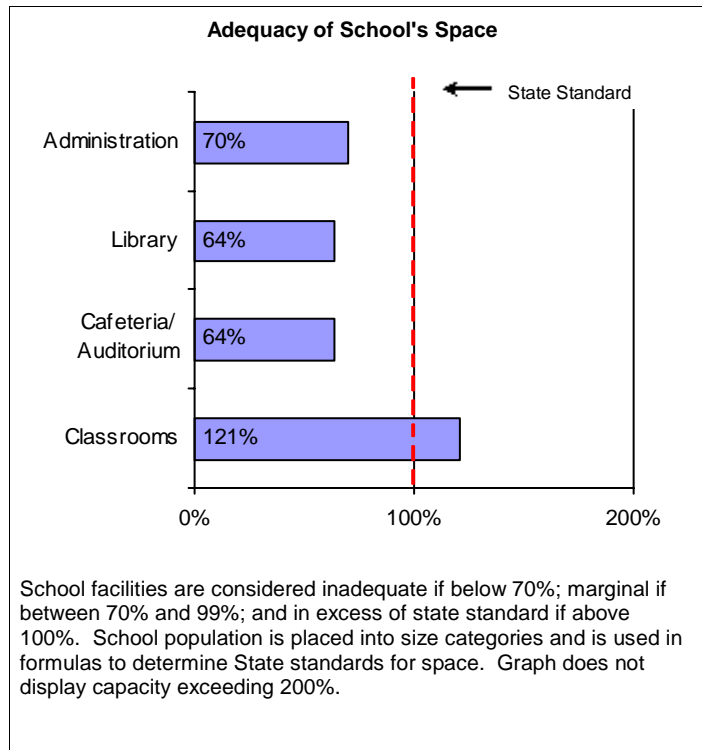
School Year Ending 2005

Classrooms available	60
Number of classrooms short (-) or over (+)	3

	Score		
	1	2	3
Grounds		2	
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
Total		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 [*]		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	88.0%	--	76.3%	--	70.6%	--
	2005	89.2%	87.4%	74.6%	77.1%	75.2%	76.5%
Quality Student Support	2003	74.0%	--	77.0%	--	66.0%	--
	2005	65.8%	79.7%	66.1%	72.9%	64.2%	66.4%
Professionalism & System Capacity	2003	73.3%	--	95.7%	--	77.9%	--
	2005	69.8%	77.6%	91.5%	83.7%	86.7%	84.4%
Coordinated Team Work	2003	71.1%	--	55.1%	--	63.1%	--
	2005	72.5%	77.2%	53.3%	58.4%	64.3%	64.0%
Responsiveness of the System	2003	72.0%	--	74.4%	--	There are no student items for this dimension	
	2005	74.4%	82.9%	68.7%	70.3%		
Focused & Sustained Action	2003	74.6%	--	46.8%	--	49.9%	--
	2005	75.4%	80.2%	51.4%	57.3%	56.8%	72.9%
Involvement	2003	70.0%	--	65.7%	--	54.5%	--
	2005	81.2%	85.6%	67.9%	68.5%	51.8%	59.8%
Satisfaction	2003	75.8%	--	83.1%	--	72.0%	--
	2005	60.9%	65.8%	74.5%	70.6%	75.3%	72.8%
Student Safety & Well Being	2003	79.5%	--	78.8%	--	65.4%	--
	2005	66.8%	86.0%	67.1%	75.1%	63.2%	65.0%
Survey Return Rate ^{**}	2003	91.1%	--	23.6%	--	85.4%	--
	2005	70.9%	78.6%	19.8%	23.8%	89.6%	91.1%

^{*} 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.

^{**} 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.

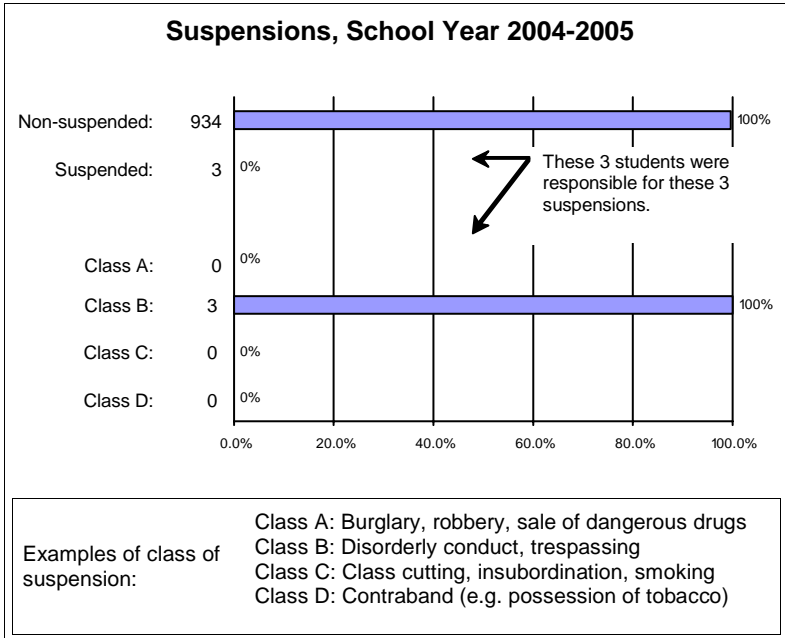
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			
93.5%	94.0%	93.5%	95.0%
Average Daily Absences: in days (lower is better)			
11.4	10.9	11.5	9

Suspensions, School Year 2004-2005



School Retention

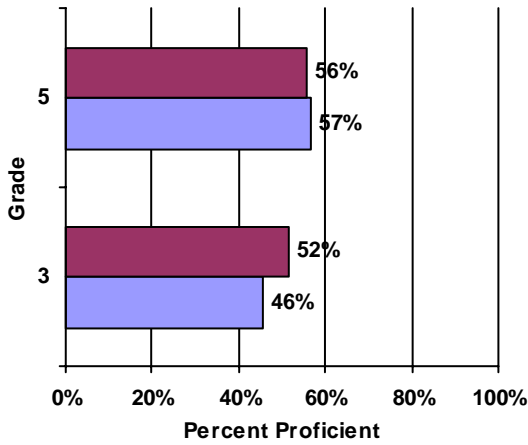
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	797	786	789
Percent retained in grade	1%	1%	0%

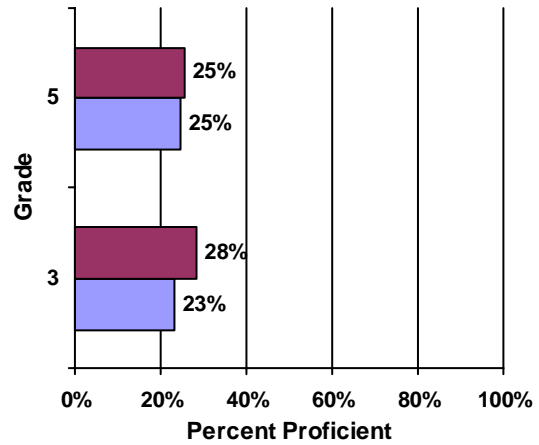
Vital Signs

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	3.0	3.0	3.0	3.0	3.0	3.0	3.1	3.2	3.0	3.1
3	2.8	2.8	2.8	2.8	2.7	2.6	2.6	2.6	2.9	2.9	2.7	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	75%	78%	83%	83%
4	88%	74%	97%	84%
3	83%	82%	88%	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.

-- means "missing data"

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Other School Information

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