



Hale`iwa

Elementary School

Grades K-6

School Status and Improvement Report



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School Address:

Hale`iwa Elementary School
66-505 Hale`iwa Road
Hale`iwa, HI 96712

Focus On Standards

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

School Description

Hale`iwa Elementary School, surrounded by one of the best surfing, fishing and rural residential areas on the island of O`ahu, services approximately 320 children, preschool through grade 6. Dedicated staff and parents work hand-in-hand to meet the needs of all children. If the old adage, "it takes an entire village to raise a single child," is true, then the Waialua-Hale`iwa community is an important partner with the school in providing Education that is second-to-none to every child at Hale`iwa Elementary.

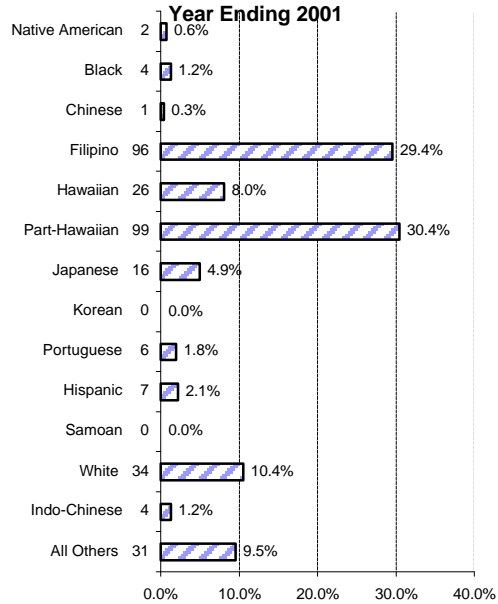
In the last few years, political, social and economic shifts have produced inevitable pressures on community businesses, families and children. The present population of students at Hale`iwa Elementary will be citizens leading very different lifestyles from their parents. With the dawn of the new millennium, schoolwide goals are reflections of the necessary knowledge, skills, processes and attitudes students must achieve in order to lead successful lives in the 21st Century. Major educational improvement efforts have been identified for the next three years (2001-2004). These goals and school-wide efforts to improve the educational, emotional, physical and social growth of all children will be sustained by a strong commitment of resources, personnel and expertise.

Context: School Setting

Student Profile

<i>School year ending</i>	1999	2000	2001
Fall enrollment	349	344	314
Number and percent of students enrolled for the entire school year	330	297	287
	94.6%	86.3%	91.4%
Number and percent of students receiving free or reduced-cost lunch	216	188	231
	61.9%	54.7%	73.6%
Number and percent of students in Special Education programs	37	53	48
	10.6%	15.4%	15.3%
Number and percent of students with limited English proficiency	58	34	29
	16.6%	9.9%	9.2%

Student Ethnicity Distribution, School



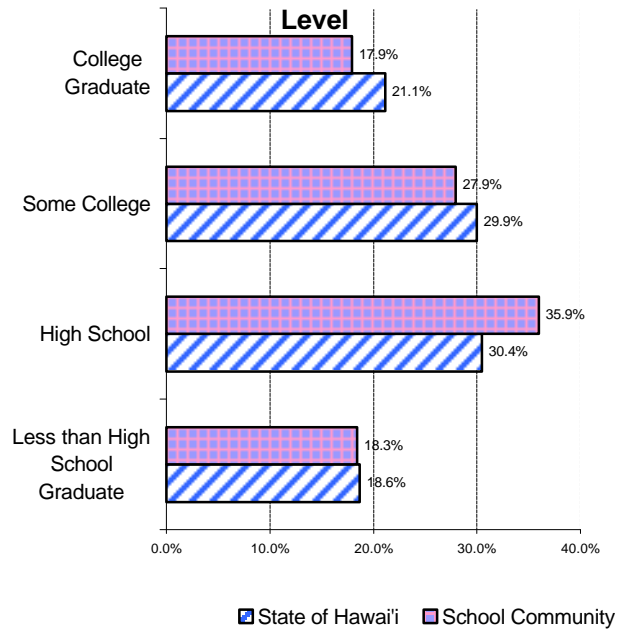
Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	34.1%	31.8%
Median household income	\$38,376	\$38,829
Per capita income	\$13,926	\$15,770
Percent of households with Public Assistance income	10.1%	6.8%
Percent of children (3-19 years) below poverty level	8.1%	11.6%
Percent of children (4-19 years) who are at-risk*	3.1%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

Community Educational Attainment



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

- I. School's vision, mission and beliefs (SID Task 2):
"In order to develop self sufficient and contributing citizens, we at Hale'iwa Elementary will provide, in partnership with families and community groups, educational experiences that develop literate and resilient students with strong values."
- II. Schoolwide learner outcomes and major goals (SID Task 3):
Every child will:
 - * Increase his/her desire for learning by valuing and demonstrating quality works, products and performances
 - * Act responsibly, using reasoning and problem-solving skills in academic and social settings
 - Develop strong value system that correlates with responsibility, resiliency and respect
- III. Schoolwide Goals (SID Task 4):
STUDENT ACHIEVEMENT:
 - * Improve student attendance
 - * Improve student SAT test scores, grades 3 & 5 in total reading and total math
 - * Align curriculum to Hawaii Content and Performance standards**SCHOOL AND COMMUNITY:**
 - * Increase community involvement through a variety of school-based opportunities in order to foster educational partnerships with families and community organizations**SCHOOL CHARACTERISTICS:**
 - * Actively participate in grant writing opportunities that will obtain additional support and resources to meet educational needs of all students**DIVERSE PERSPECTIVES:**
 - * Develop student and parent understandings of HCPS II and implications for learning and teaching
- IV. Self-Study Findings:
 - * An effective and schoolwide reading program, DIRECT INSTRUCTION IN READING that supports all students in "learning to read" and "reading to learn"
 - * An effective and consistent intervention framework to assist low functioning readers in primary grades
 - * A variety of extra-curricular opportunities to enhance student diversity including KAKO'O PROJECT (Mentoring Families), TECHNO STARS (Technology Club), LIBRARY CLUB (Library and Research Club), STUDENT LEADERSHIP TEAM (equivalency to Student Council) Areas Needing Improvement:
 - * Attendance; Reading and Math; Parent Participation in Education of Children; Current and Effective Instructional Materials and Equipment to Support Student Learning; and School's Public Image
- V. Key Elements of School's SID Action Plan:
 - * Highest priority are goals that will strengthen school's capacity to improve the instructional and organizational conditions to support student achievement
 - * Action Plan is consistent with school's vision and desired outcomes
 - * Action Plan is a schoolwide endeavor, involving representatives of key stakeholders
 - * Initiatives integrated into SID

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	25.0
Regular Instruction, FTE	13.0
Special Education, FTE	5.0
Supplemental Instruction, FTE	7.0
Teacher headcount	25
Teachers with 5 or more years at this school	15
Teachers' average years of experience	15.8
Teachers with advanced degrees	3

Students per Teaching Staff Member

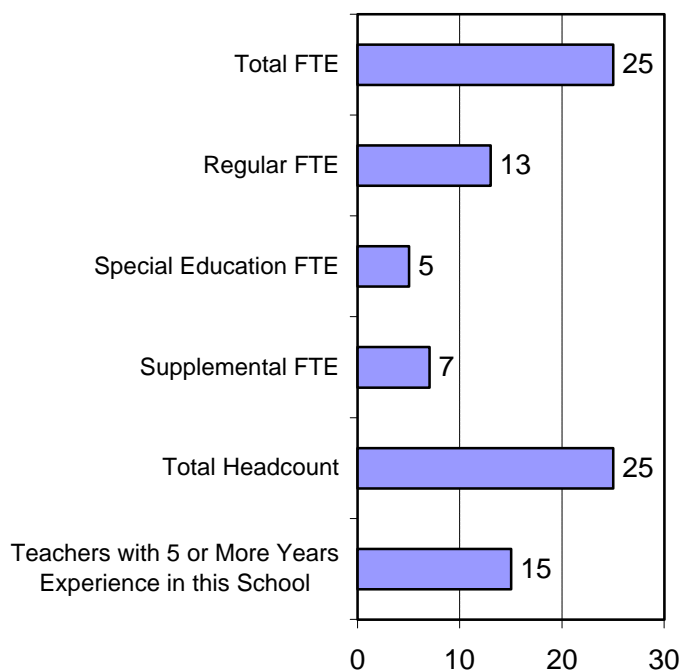
Regular Instruction	13.3
Special Education	9.6

Administrative and Student Services Staff

Administration*, FTE	2.0
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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	31
Number of classrooms short (-) or over (+)	5

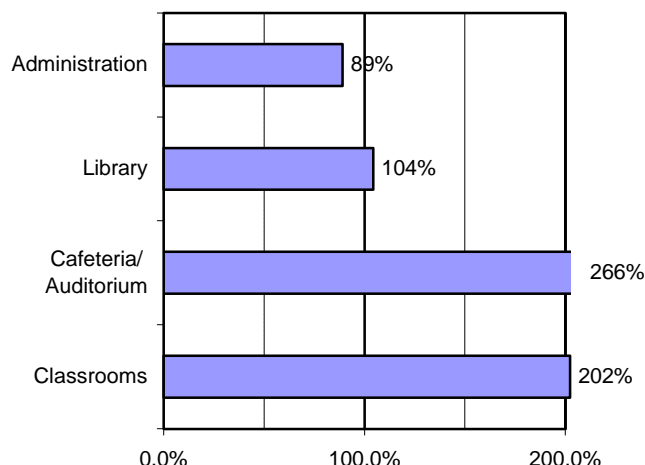
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	18		

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

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

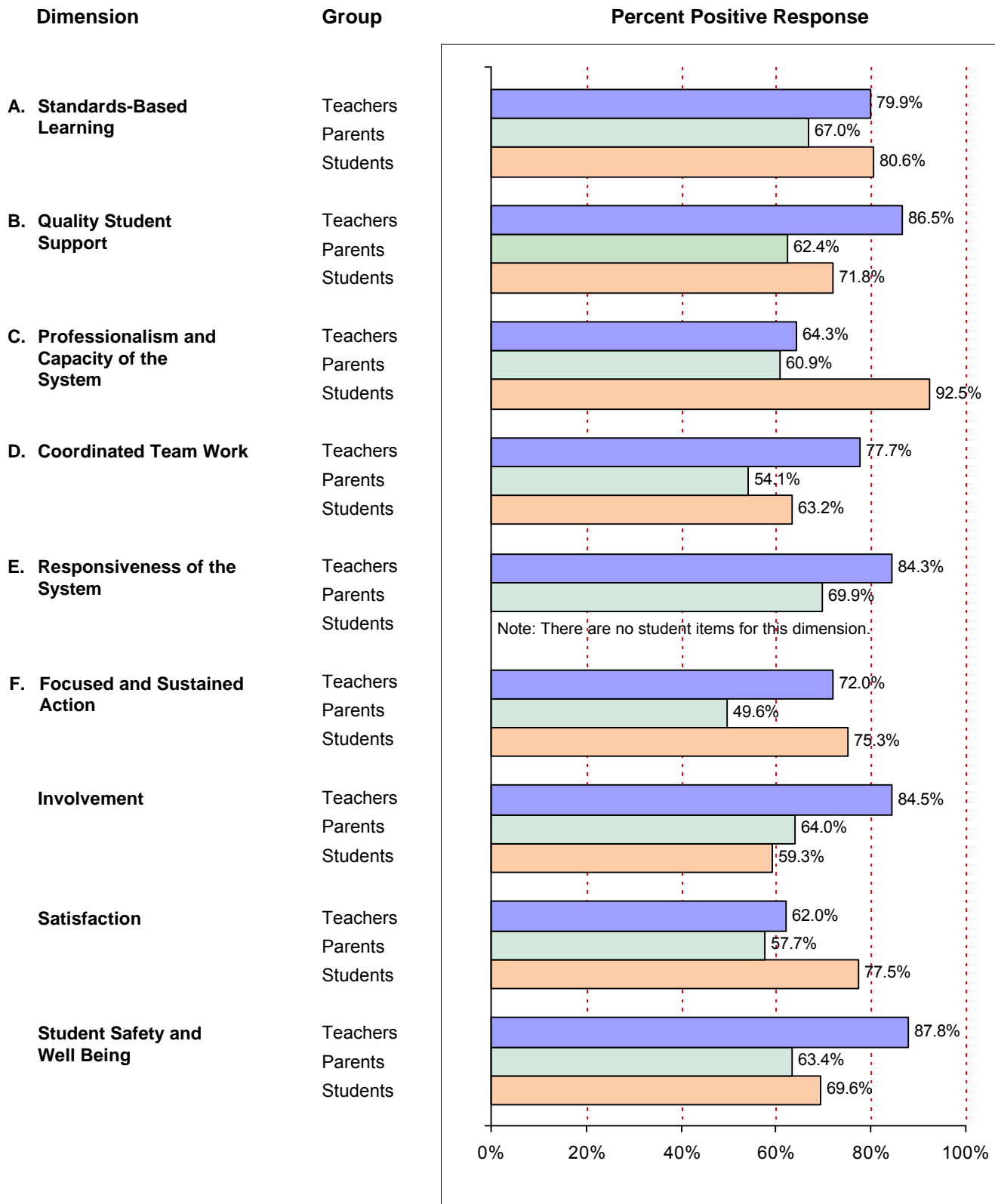
Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey



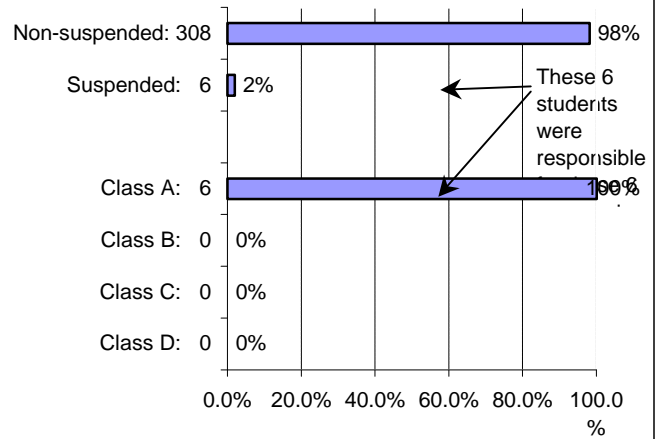
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
93.8%	93.6%	94.4%	95.0%
Average Daily Absences: in days (lower is better)			
11.2	11.6	9.2	9

Suspensions, School Year 2000-01



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.