



# Haiku Elementary School

School Code: 401

Grades K-5

## School Status and Improvement Report School Year 2003-04



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### **School Address:**

Haiku Elementary School  
105 Pauwela Road  
Haiku, Hawaii 96708

### 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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

### School Description

Haiku School offers a comprehensive Kindergarten through 5<sup>th</sup> grade curriculum in a rural setting with large open spaces for free play. In addition, 3 and 4 year old pre-school Special Education children can participate in an inclusion classroom with the Head Start program.

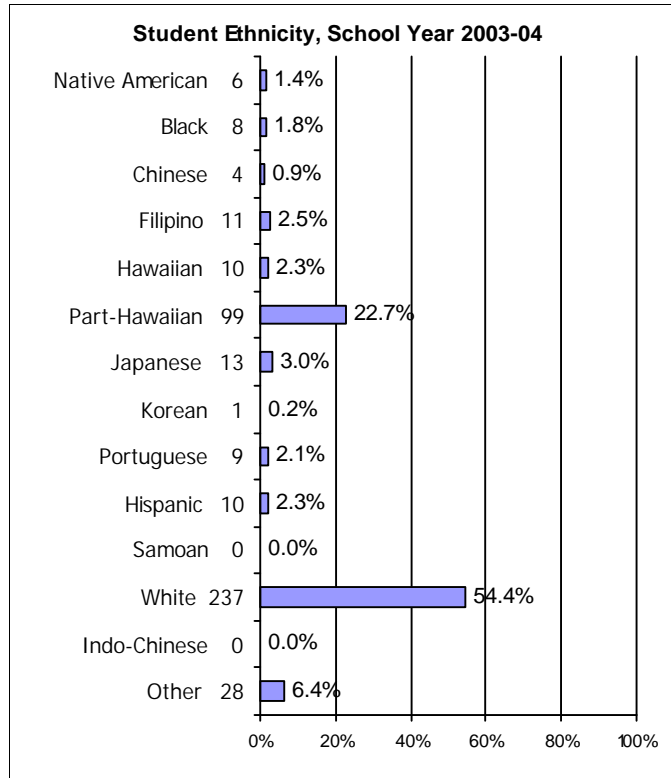
The size of the student body has remained between 420 to 440 students. Students come mainly from low to middle income families. Children of Caucasian and part-Hawaiian ancestry compose the school's largest ethnic groups.

Parents actively support the integration of the arts as a way to help all children learn. They are involved in the life of school through tutoring, the SCBM Council, fundraising and the PTA.

## School Setting

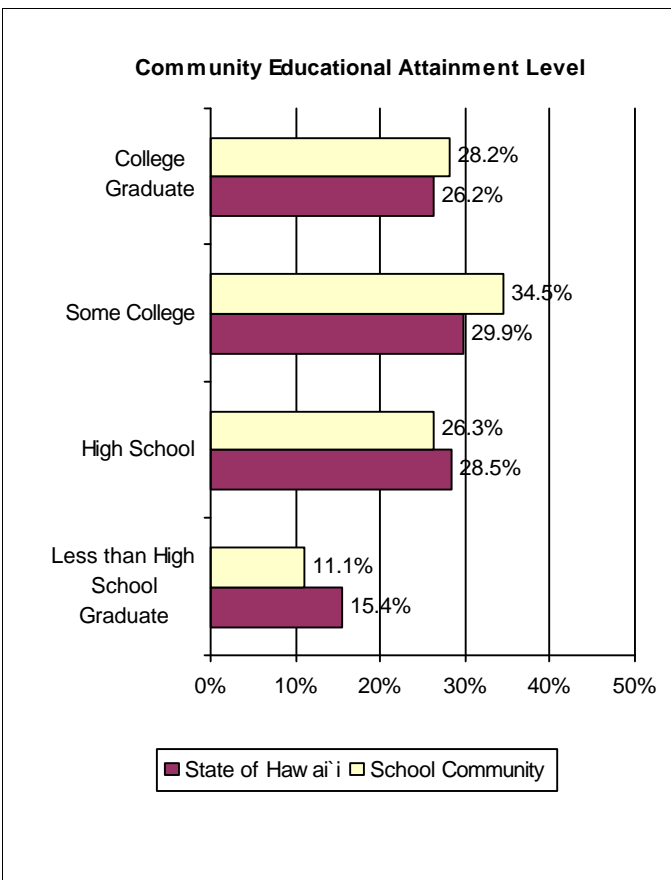
### Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	429	418	426
Number and percent of students enrolled for the entire school year	398	392	388
	92.8%	93.8%	91.1%
Number and percent of students receiving free or reduced-cost lunch	138	206	175
	32.2%	49.3%	41.1%
Number and percent of students in Special Education programs	42	36	37
	9.8%	8.6%	8.7%
Number and percent of students with limited English proficiency	17	6	7
	4.0%	1.4%	1.6%



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

King Kekaulike Complex	School Community	State of Hawai'i
Total population	33,406	1,211,537
Percentage of population aged 5-19	22.1%	20.6%
Median age of population	37.6	36.2
Number of families	8,200	287,068
Percentage of families with children under 18	51.6%	45.0%
Percentage of families with children headed by a single mother	19.9%	18.3%
Average family size	3.2	3.42
Median household income	\$52,638	\$49,820
Percent of households with Public Assistance income	5.3%	7.6%
Percent of families with children living in poverty	8.8%	11.2%



## Standards Implementation

### Summary of Progress

**Inclusiveness:** All stakeholders are involved in the day to day implementation of the SID. Changes to the SID are facilitated by a leadership team which receives input from all stakeholders. Data is gathered on every child twice a year in the form of Hawaii State Assessment status reports on Reading, Writing, Math and General Learner Outcomes. Each grade level has established formative assessments to inform instruction and evaluate student progress towards the standards.

This has provided a profile of academic performance of the entire school. In addition, data from the Hawaii State Assessment the SAT9's have been analyzed in faculty wide discussions. Results of grading and test data have been used to make grade level decisions for curriculum and instruction.

**Purposefulness:** The entire school is aware of the learner outcomes which have been clearly identified. We have been a pilot school for the Standards Based report card. This has involved school wide and grade level meetings on scope and sequence and assessments of the math and science curriculum. Teachers have also had grade level meetings to fine tune grading criteria for all subject areas and General Learner Outcomes. Projections based on school level data indicate we should continue to meet AYP goals.

**Student Focused Efforts:** All aspects of the school are supportive of our focus on the Hawaii Contents and Performance Standards. Lists of students who have achieved the standards and students who are having difficulty meeting the standards are distributed to affected teachers in 1st, 2nd, 3rd, 4th and 5th grade. Target groups of low income and Asian Pacific Islanders who have achieved and are approaching the standards based on a combination of Hawaii State Assessment scores and grades are being monitored. Every student's grades and test scores are on file.

**Action Orientation:** The plan and the outcomes have been fully focused on achievement of the SID target areas. When school data is presented, teachers have given feedback in a data-driven discussion on what needs to be done at each grade level. Simplification and definition of the standards will allow greater focus on students achieving the standards.

**Accountability:** All members of the school fully accept responsibility for implementing the plan and the results are monitored continuously. In addition to school-generated reports, we are able to create a longitudinal record of the students' academic achievement as well as create reports of disaggregated data through DataPoint. A combination of spreadsheets, charts and tables clearly identifies students who are meeting and not meeting proficiency. After data is distributed a system of Smart Goals has been used to identify areas of need as well as possible actions that affect student achievement.

**Strong Leadership and Support Systems:** Leadership is assumed at different levels throughout the school with key members of the faculty. Committees are established to consider ways to involve the whole staff in discussions about curriculum, instruction, assessment and school climate.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		25.0
Regular Instruction, FTE	68.0%	17.0
Special Instruction, FTE	16.0%	4.0
Supplemental Instruction, FTE	16.0%	4.0
Teacher headcount		25
Teachers with 5 or more years at this school		17
Teachers' average years of experience		14.0
Teachers with advanced degrees		5

**Professional Teacher Credentials**

Fully licensed	100.0%	25
Provisional credential	0.0%	0
Emergency credential	0.0%	0

**Students per Teaching Staff \***

Regular Instruction	18.5
Special Instruction	9.3

\* 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 *	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
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 2004

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

**School facilities inspection results**

	Score		
	1	2	3
Grounds	[ ]	[ ]	3
Building exterior	[ ]	[ ]	3
Building interior	[ ]	2	[ ]
Equipment/Furnishings	[ ]	2	[ ]
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

**Adequacy of School's Space**

Data not available

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

## 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 Dimensions		Teachers		Parents		Students	
		School	State	School	State	School <sup>1</sup>	State
Standards-Based Learning	2001	87%	n/a	72%	n/a	67%	n/a
	2003	90%	n/a	78%	n/a	71%	n/a
Quality Student Support	2001	70%	n/a	70%	n/a	56%	n/a
	2003	78%	n/a	74%	n/a	60%	n/a
Professionalism & System Capacity	2001	41%	n/a	76%	n/a	81%	n/a
	2003	79%	n/a	91%	n/a	84%	n/a
Coordinated Team Work	2001	58%	n/a	55%	n/a	58%	n/a
	2003	68%	n/a	55%	n/a	52%	n/a
Responsiveness of the System	2001	81%	n/a	75%	n/a	There are no student items for this dimension	
	2003	82%	n/a	68%	n/a		
Focused & Sustained Action	2001	74%	n/a	50%	n/a	56%	n/a
	2003	75%	n/a	55%	n/a	45%	n/a
Involvement	2001	89%	n/a	72%	n/a	26%	n/a
	2003	85%	n/a	70%	n/a	46%	n/a
Satisfaction	2001	67%	n/a	74%	n/a	69%	n/a
	2003	81%	n/a	75%	n/a	59%	n/a
Student Safety & Well Being	2001	82%	n/a	74%	n/a	55%	n/a
	2003	85%	n/a	75%	n/a	57%	n/a
Survey Return Rate	2001	78%	n/a	33%	n/a	96%	n/a
	2003	50%	70%	28%	22%	0%	83%

<sup>1</sup>

Student positive responses are for the highest grade level surveyed at this school.

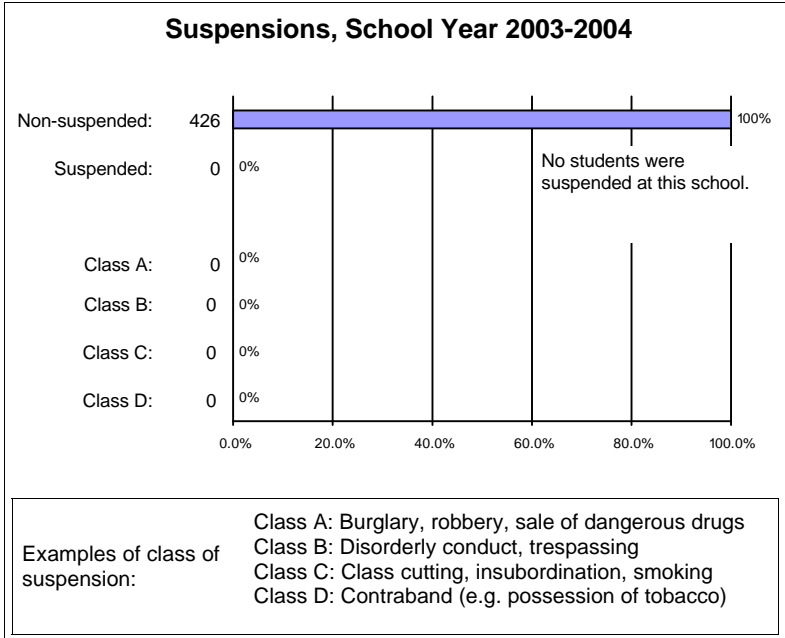
**School Retention or Completion**

**Student Conduct**

**Attendance and Absences**

School Year			
2001-02	2002-03	2003-04	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
92.3%	93.1%	92.5%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
13.9	12.3	13.4	<b>9</b>

**Suspensions, School Year 2003-2004**



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 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, retention calculations that conform to NCLB requirements are used.

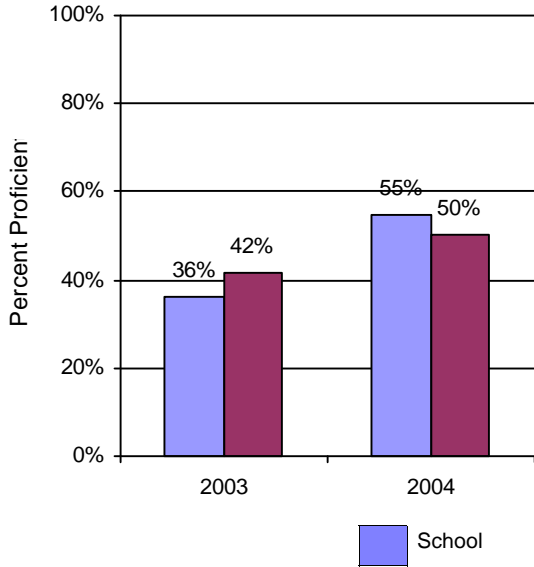
	Retention	
	2003	2004
Total number of students	350	352
Percent retained in grade	2%	0%

**Vital Signs**

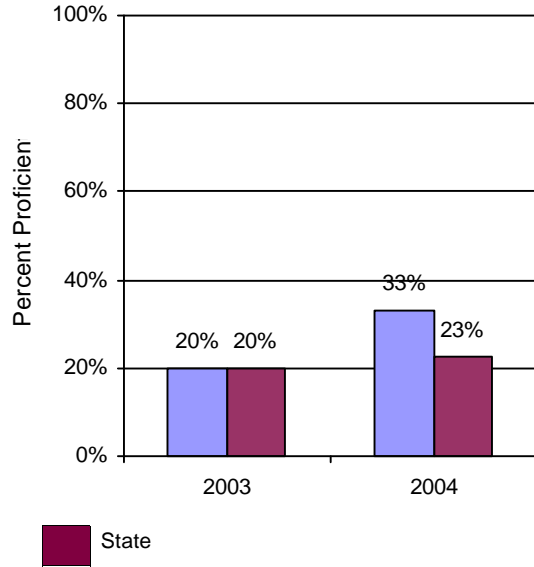
**Statewide Testing**

Highest Grade Tested: 5

**HCPS II Reading**



**HCPS II Mathematics**



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

**HCPS II Writing Test**

Writing Dimension	2002-03		2003-04	
	School	State	School	State
Meaning	2.8	2.7	3.1	3.0
Voice	2.7	2.7	3.1	3.1
Clarity	2.6	2.5	3.0	2.9
Design	2.6	2.5	2.9	2.9
Conventions	2.6	2.6	3.0	2.9
Overall	2.6	2.6	3.0	3.0

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

**Stanford Tests, 9th Edition**

	Below Average	Average and Above
<b>National Norm Group</b>	23%	77%
<b>State</b>		
Reading	24%	76%
Mathematics	19%	81%
<b>This School</b> Highest Grade Tested: 5		
Reading	16%	84%
Mathematics	12%	88%

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.

## Other School Information

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