



# Waikiki Elementary School

School Code: 150

Grades K-6

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



### Contents

<b>Focus on Standards</b>	p. 1
<b>School Description</b>	p. 1
<b>School Setting</b>	p. 2
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Community Profile</li> </ul>	
<b>Standards Implementation</b>	p. 3
<ul style="list-style-type: none"> <li>• Summary of Progress</li> </ul>	
<b>School Resources</b>	p. 4
<ul style="list-style-type: none"> <li>• Certified Staff</li> <li>• Facilities</li> </ul>	
<b>Vital Signs</b>	pp. 5-7
<ul style="list-style-type: none"> <li>• School Quality Survey</li> <li>• Student Conduct</li> <li>• School Retention or Completion</li> <li>• Statewide Testing</li> </ul>	
<b>Other School Information</b>	p. 8

### 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

Waikiki Elementary, "Our Mindful School," is a small, caring, cohesive school with a special spirit of place. Located at the foot of Diamond Head, Waikiki Elementary opened in 1965. Waikiki's vision is to continually evolve into an ever more mindful school where thinking, collaboration and thoughtfulness are nurtured and practiced. This evolution takes place with the help of all members of the school's community striving together to provide a safe, vibrant environment that nurtures life-long learning and exemplifies harmony of heart and mind.

Waikiki School offers such programs as Philosophy for Children, Japanese, Creative Movement and Dance, Hawaiian Studies, computer, peer mediation, drama and reading improvement to support emergent readers. Partnerships with the Met program at the University of Hawaii as well as other institutes of higher learning provide opportunities for professional growth supportive of student achievement.

Waikiki's emphasis on developing thinking skills and promoting the direct instruction of mindful behaviors has not only resulted in enhanced student performance, but has led to the emergence of students with a strong sense of civic responsibility.

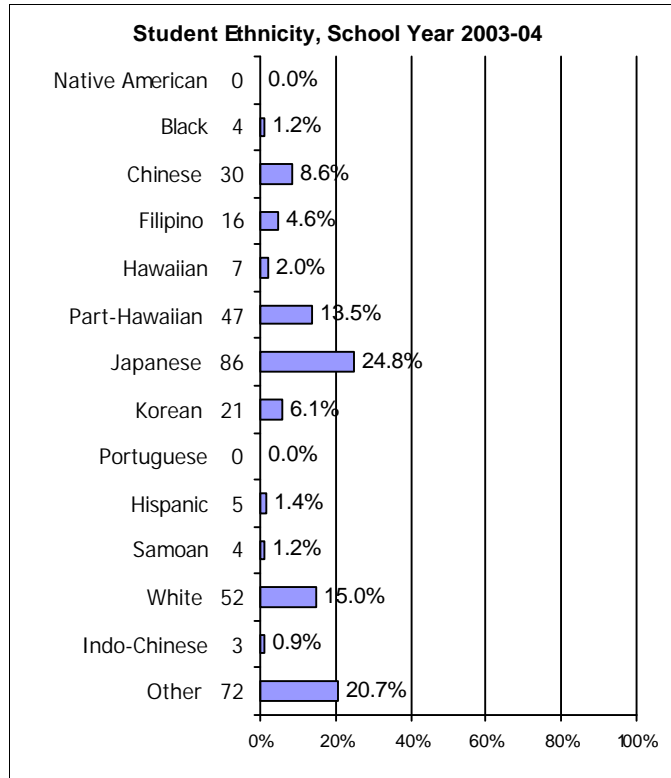
### School Address:

Waikiki Elementary School  
3710 Leahi Avenue  
Honolulu, Hawaii 96815

## School Setting

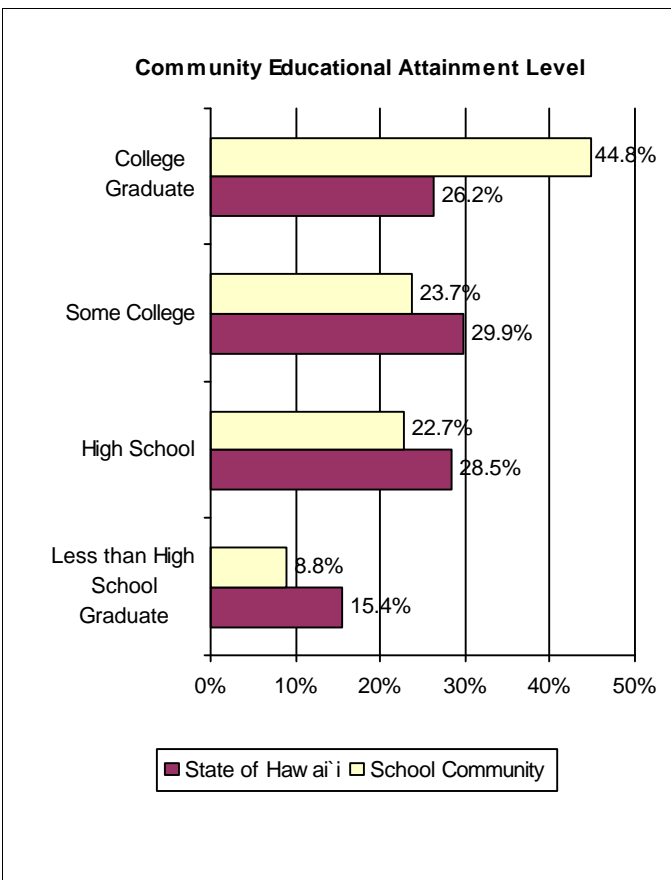
### Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	326	336	363
Number and percent of students enrolled for the entire school year	323	326	333
	99.1%	97.0%	91.7%
Number and percent of students receiving free or reduced-cost lunch	118	121	118
	36.2%	36.0%	32.5%
Number and percent of students in Special Education programs	21	20	19
	6.4%	6.0%	5.2%
Number and percent of students with limited English proficiency	46	29	47
	14.1%	8.6%	12.9%



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

Kalani Complex	School Community	State of Hawai'i
Total population	36,574	1,211,537
Percentage of population aged 5-19	16.5%	20.6%
Median age of population	46.5	36.2
Number of families	9,747	287,068
Percentage of families with children under 18	32.9%	45.0%
Percentage of families with children headed by a single mother	12.4%	18.3%
Average family size	3.1	3.42
Median household income	\$81,032	\$49,820
Percent of households with Public Assistance income	2.1%	7.6%
Percent of families with children living in poverty	3.1%	11.2%



## Standards Implementation

### Summary of Progress

Our action plan listed five major goals for the 2003-2004:

- Align our writing curriculum to the standards
- Develop grade level exemplars of lessons that integrate reading/writing standards with Habits of the Mind
- Improve reading comprehension
- Increase Parent involvement

**All goals were met.**

#### **Reading Comprehension**

To strengthen reading comprehension, we emphasized (1) differentiation of reading instruction (2) tutoring of at-risk students, and (3) shifting the Reading Improvement Program to address the needs of lower elementary grades. Year-end data indicated interventions have resulted in successful attainment of objectives.

#### **State Measures: Performance Standards**

Our 2003-2004 test scores show that students met and exceeded State benchmarks in both reading and math. Waikiki students also made the state SAT honor roll.

We expanded our efforts to increase meaningful parent participation. Coffee hours with a contracted psychiatrist to discuss child rearing issues, frequent "Eat Lunch with your Keiki" opportunities, expanded kindergarten orientation, in-depth parent surveys to assess parent perspectives and needs, the implementation of a mindful book of the month club, expanded literacy seminars and the piloting of a parent / teacher / student contract were all efforts made to strengthen parent connectedness and involvement.

Data indicates tremendous parental support for our mindful school initiative. Student scores on state tests underline the strength of our mindful focus and its positive impact on student learning.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		19.5
Regular Instruction, FTE	76.9%	15.0
Special Instruction, FTE	10.3%	2.0
Supplemental Instruction, FTE	12.8%	2.5
Teacher headcount		20
Teachers with 5 or more years at this school		12
Teachers' average years of experience		8.5
Teachers with advanced degrees		7

**Professional Teacher Credentials**

Fully licensed	90.0%	18
Provisional credential	10.0%	2
Emergency credential	0.0%	0

**Students per Teaching Staff \***

Regular Instruction	19.7
Special Instruction	9.5

\* 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		2	
Building exterior			3
Building interior		2	
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
<b>Total</b>		15	

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	95%	n/a	73%	n/a	76%	n/a
	2003	94%	n/a	73%	n/a	75%	n/a
Quality Student Support	2001	100%	n/a	77%	n/a	71%	n/a
	2003	93%	n/a	79%	n/a	74%	n/a
Professionalism & System Capacity	2001	91%	n/a	81%	n/a	89%	n/a
	2003	81%	n/a	76%	n/a	89%	n/a
Coordinated Team Work	2001	95%	n/a	58%	n/a	76%	n/a
	2003	86%	n/a	61%	n/a	71%	n/a
Responsiveness of the System	2001	98%	n/a	75%	n/a	There are no student items for this dimension	
	2003	95%	n/a	75%	n/a		
Focused & Sustained Action	2001	98%	n/a	51%	n/a	75%	n/a
	2003	90%	n/a	53%	n/a	60%	n/a
Involvement	2001	96%	n/a	67%	n/a	67%	n/a
	2003	95%	n/a	67%	n/a	65%	n/a
Satisfaction	2001	91%	n/a	76%	n/a	73%	n/a
	2003	95%	n/a	74%	n/a	82%	n/a
Student Safety & Well Being	2001	100%	n/a	82%	n/a	68%	n/a
	2003	100%	n/a	83%	n/a	72%	n/a
Survey Return Rate	2001	100%	n/a	29%	n/a	100%	n/a
	2003	32%	70%	27%	22%	96%	83%

<sup>1</sup>

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

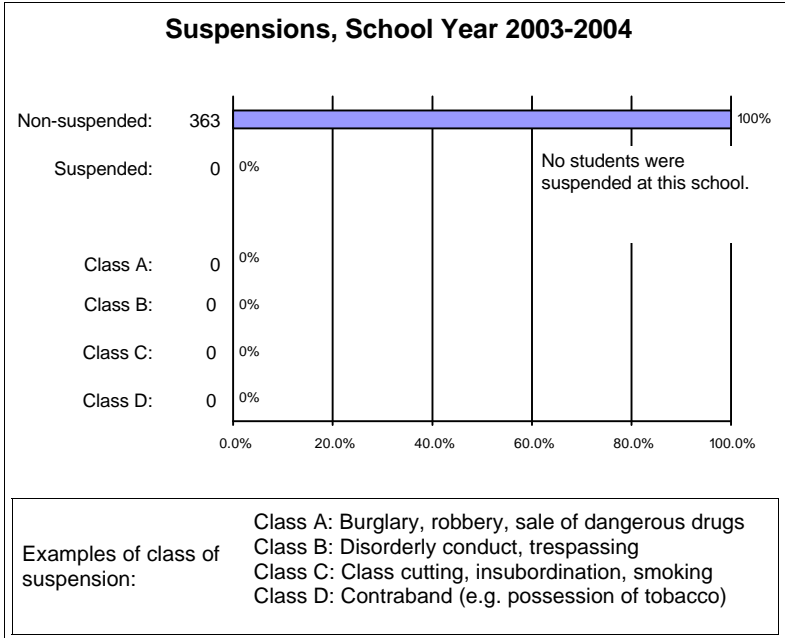
**School Retention or Completion**

**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)			
96.2%	95.1%	95.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
6.9	8.7	7.7	<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.

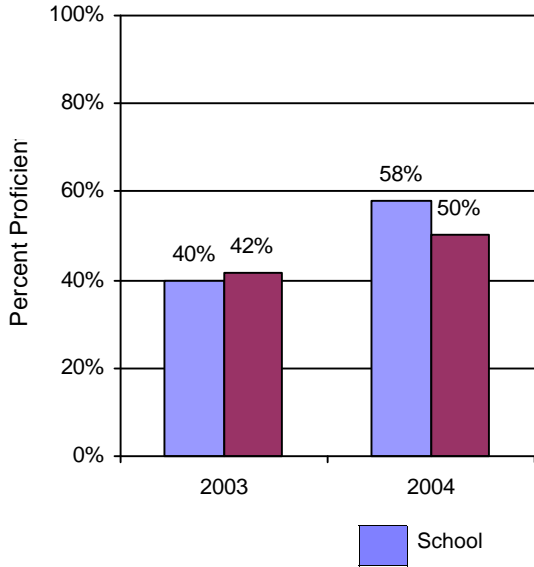
	Retention	
	2003	2004
Total number of students	294	306
Percent retained in grade	0%	0%

**Vital Signs**

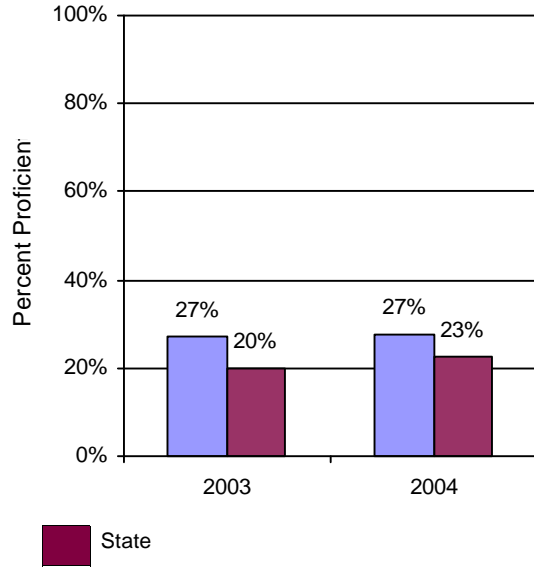
**Statewide Testing**

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	2.7	2.7	3.1	3.0
Voice	2.6	2.7	3.0	3.1
Clarity	2.5	2.5	2.9	2.9
Design	2.4	2.5	2.9	2.9
Conventions	2.5	2.6	2.9	2.9
Overall	2.5	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	11%	89%
Mathematics	5%	95%

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

Published on March 21, 2005. Updated as of November 1, 2005.

Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.