



Aiea Elementary School

School Code: 200

Grades K-6

School Status and Improvement Report School Year 2003-04



Contents

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

Aiea Elementary is located in lower Aiea, just "mauka" (mountain side) of Aloha Stadium. Isolated from the community, it is surrounded by busy streets, noisy highways and freeway off ramps. The community includes businesses, recreation parks, Aloha Stadium and Pearl Harbor. The school services a diverse student population who live in single residential homes, Navy housing, Puuwai Momi and Halawa View public housing. In the past several years, the school has witnessed an increase in families from the Pacific Basin. In 1996 the school's Title I Program shifted its emphasis from assisting only Title I qualified students (students struggling in reading and/or math) to focusing on improvement efforts of the whole school. It became a School/Community-Based Management (SCBM) school in 1997. In January 2000 the school adopted the Success for All (SFA) reading program. In 2003 the school adopted the Saxon Math Series.

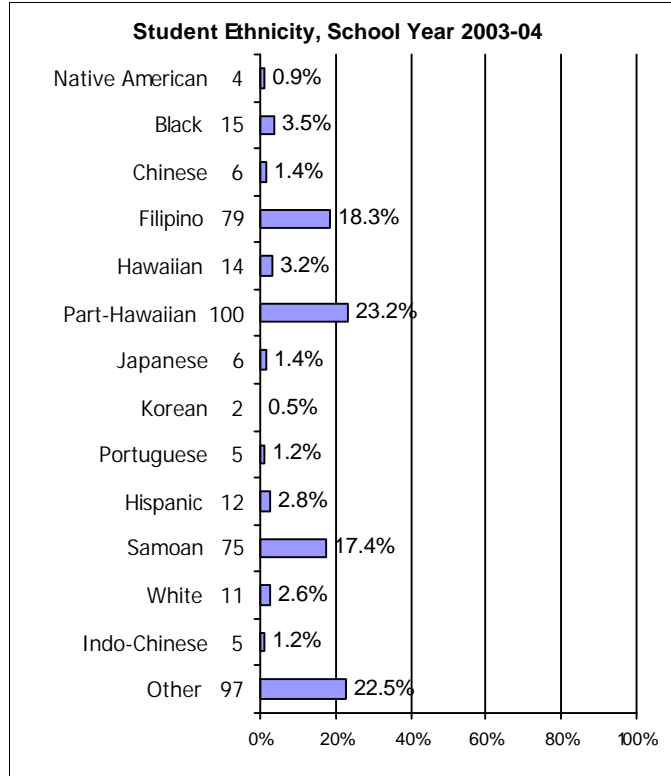
School Address:

Aiea Elementary School
99-370 Moanalua Road
Aiea, Hawaii 96701

School Setting

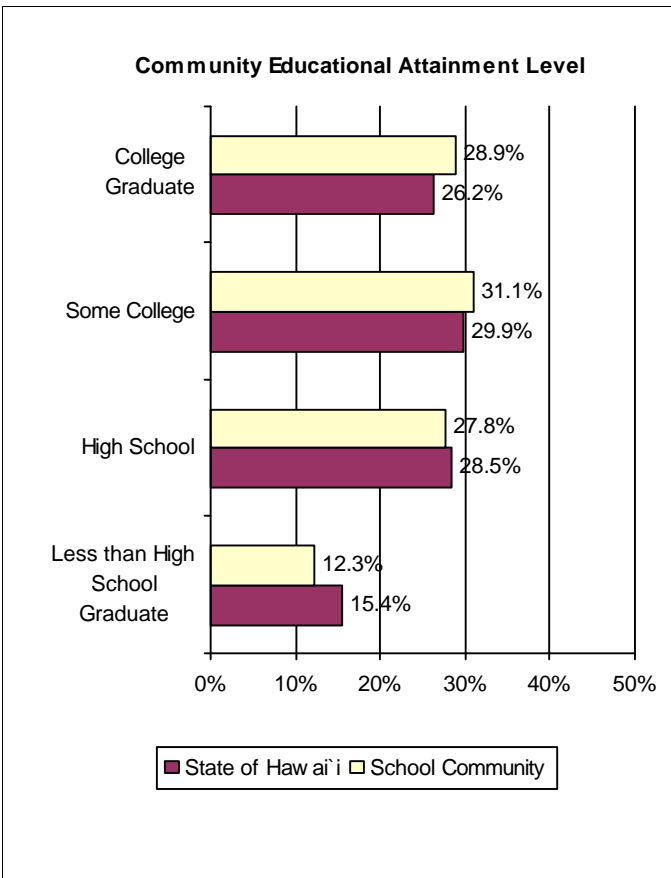
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	381	392	405
Number and percent of students enrolled for the entire school year	348 91.3%	349 89.0%	362 89.4%
Number and percent of students receiving free or reduced-cost lunch	332 87.1%	330 84.2%	349 86.2%
Number and percent of students in Special Education programs	45 11.8%	52 13.3%	47 11.6%
Number and percent of students with limited English proficiency	51 13.4%	41 10.5%	72 17.8%



Community Profile Based on the 2000 U.S. Census

Aiea Complex	School Community	State of Hawai'i
Total population	41,276	1,211,537
Percentage of population aged 5-19	18.2%	20.6%
Median age of population	39.5	36.2
Number of families	10,366	287,068
Percentage of families with children under 18	37.6%	45.0%
Percentage of families with children headed by a single mother	17.2%	18.3%
Average family size	3.4	3.42
Median household income	\$61,817	\$49,820
Percent of households with Public Assistance income	4.8%	7.6%
Percent of families with children living in poverty	8.1%	11.2%



Standards Implementation

Summary of Progress

INCLUSIVENESS: As much as possible, when any decision that affects an individual, group or a combination of role groups, every effort is made to include them in information and decision-making. Organizationally, the Leadership Committee, (inclusive of the principal, vice principal, counselors, librarian, SFA reading coordinator, Student Services Coordinator, and teachers representing various grade levels), is where issues are raised, discussed and taken back to home groups when appropriate. Decisions are often made at this level depending on the issue and whether wider input and/or more inclusive decision-making are desired.

Generally, communication from the leadership team is carried out through "home group" meetings, however, because of the many mandates placed on NCLB "status schools," inclusive decision-making has been set aside primarily to meet mandates and deadlines. Although we tried to use general faculty meetings and planning/collaboration days for faculty discussion and input to issues this was virtually impossible due to the stringent timeline and compliance requirements. Parents were involved in an early October at a meeting where they were engaged in discussing school issues. A final "Math Showcase and a Report to Parents meeting was held in May were accomplishments and challenges were shared with parents. Parents were then asked to comment and give constructive feedback for improvement purposes. This event was fairly well attended. Feedback from parents appeared positive. Constructive criticisms will be discussed and addressed.

The Family Support Team (FST) is another group that deals with specific attendance, behavioral, school climate and academic issues. The FST also serves as the school's CSSS Cadre. Its members are the principal, vice principal, counselors, SFA reading coordinator, PCNC, SSC, SBBH support personnel, counselor's EA. The one shortcoming is that the FST does not include classroom teachers, as the committee meets during the school day. (Issues and concerns, however, are coordinated and shared between the Leadership Committee and the FST.)

PURPOSEFULNESS: Every effort is made to take advantage of the school's vision/mission's capacity to be more than an empty slogan. "Aiea Elementary...where dreams begin, is the cornerstone of our purpose. We believe that even if we teach students to read, write, and do math, if we don't consciously help our students to dream, then we would have only taught them half of what they should know. The six General Learner Outcomes (GLO) also guide the purpose of our school. The SID revision requires that the school revisit its vision/mission. Initial attempts were made. Tentative decisions to take out redundancy and include guiding principles were made. We will be finalizing this at the beginning of the 2004-05 school year.

STUDENT FOCUSED EFFORTS: Much effort was put into helping teachers design standard-based math units. The Complex Standards Resource Teacher conducted a series of in-service sessions, which culminated in the Math Showcase. More work is needed in designing math performance tasks that will eventually help to meet the testing designs of the Hawai'i Assessment Program (HAP) and math standards.

ACTION ORIENTED: AES accomplished its goals of focusing on learning how to design standards-based math units. Feedback from teachers and parents were positive. Negative comments primarily focused on the amount of time it took.

Continued on page 8

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		27.5
Regular Instruction, FTE	58.2%	16.0
Special Instruction, FTE	21.8%	6.0
Supplemental Instruction, FTE	20.0%	5.5
Teacher headcount		28
Teachers with 5 or more years at this school		14
Teachers' average years of experience		10.3
Teachers with advanced degrees		5

Professional Teacher Credentials

Fully licensed	96.4%	27
Provisional credential	3.6%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	16.7
Special Instruction	7.8

* 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 2004

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

School facilities inspection results

	Score		
	1	2	3
Grounds	2		
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		17	

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 ¹	State
Standards-Based Learning	2001	71%	n/a	77%	n/a	74%	n/a
	2003	70%	n/a	78%	n/a	73%	n/a
Quality Student Support	2001	64%	n/a	74%	n/a	72%	n/a
	2003	70%	n/a	70%	n/a	64%	n/a
Professionalism & System Capacity	2001	59%	n/a	81%	n/a	89%	n/a
	2003	64%	n/a	83%	n/a	79%	n/a
Coordinated Team Work	2001	69%	n/a	57%	n/a	63%	n/a
	2003	71%	n/a	64%	n/a	66%	n/a
Responsiveness of the System	2001	70%	n/a	70%	n/a	There are no student items for this dimension	
	2003	83%	n/a	72%	n/a		
Focused & Sustained Action	2001	66%	n/a	63%	n/a	53%	n/a
	2003	62%	n/a	60%	n/a	57%	n/a
Involvement	2001	75%	n/a	65%	n/a	37%	n/a
	2003	88%	n/a	64%	n/a	54%	n/a
Satisfaction	2001	20%	n/a	57%	n/a	84%	n/a
	2003	34%	n/a	66%	n/a	72%	n/a
Student Safety & Well Being	2001	62%	n/a	77%	n/a	71%	n/a
	2003	71%	n/a	70%	n/a	64%	n/a
Survey Return Rate	2001	84%	n/a	17%	n/a	96%	n/a
	2003	83%	70%	20%	22%	100%	83%

¹

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

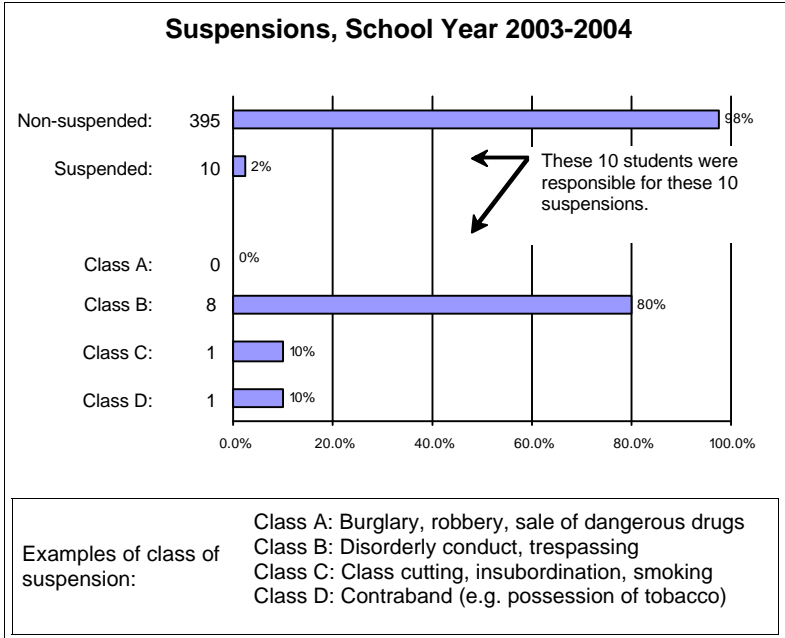
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
93.7%	93.8%	93.5%	95.0%
Average Daily Absences: in days (lower is better)			
11.3	11.0	11.6	9

Suspensions, School Year 2003-2004



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.

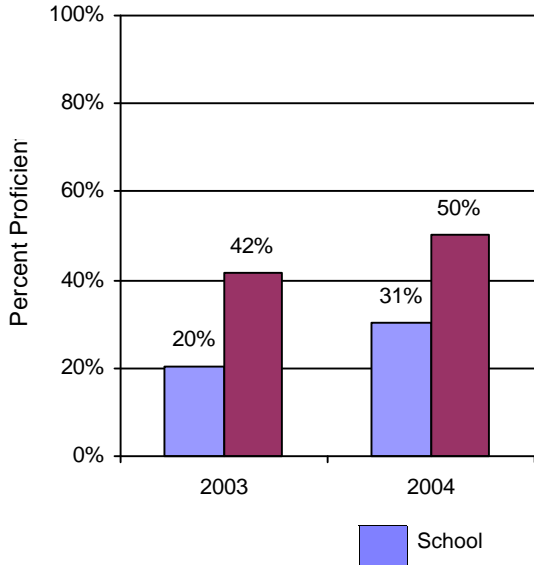
	Retention	
	2003	2004
Total number of students	336	350
Percent retained in grade	0%	0%

Vital Signs

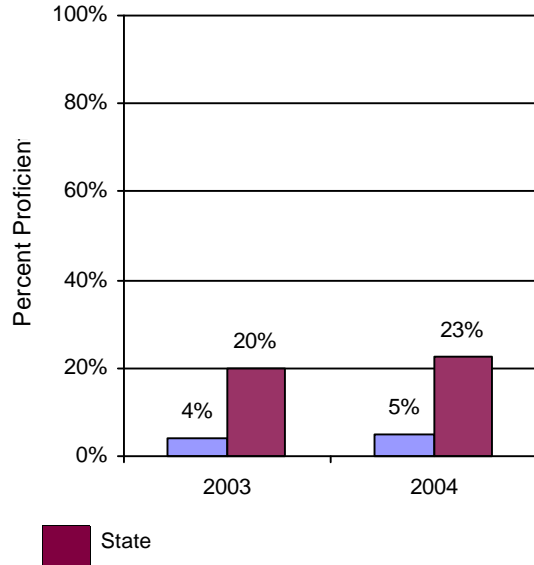
Statewide Testing

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	2.4	2.7	2.9	3.0
Voice	2.4	2.7	2.9	3.1
Clarity	2.3	2.5	2.8	2.9
Design	2.3	2.5	2.8	2.9
Conventions	2.3	2.6	2.9	2.9
Overall	2.3	2.6	2.9	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
National Norm Group	23%	77%
State		
Reading	24%	76%
Mathematics	19%	81%
This School Highest Grade Tested: 5		
Reading	36%	64%
Mathematics	37%	63%

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

Continued from page 3

ACCOUNTABILITY: The state's accountability measures have "kicked in" for NCLB status schools such as AES. Our school has been designated an Option 3 school, which means that intensive support services are needed to bring our school up to par. A part of this accountability requires us to obtain an external provider that will help the school to improve its achievement scores. The ETS-Pulliam Group, out of Los Angeles, was selected for AES. They were contracted to provide initial planning services but without the promise to provide funding to support the follow-up. (From the school's perspective, this creates a no-win situation. If the follow-up services cannot be provided, then the elaborate accountability system should not have been implemented. The system cannot hold the school accountable if the support is not forthcoming. The school is able to support a portion of the required funding, however, additional funding support must come from within the system.

STRONG LEADERSHIP: We continue to adhere to the axiom "Leadership is found where leadership is required." This means that the principal is not necessarily always the leader. The need is for others to take leadership, however, the history and climate of this school does not allow leadership to naturally emerge. This is a major issue that must be resolved over time.

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