



Aiea Elementary School

School Code: 200

Grades K-6

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

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 more families migrating from the Pacific Basin, thereby increasing the enrollment of our English for Second Language Learners (ESLL) significantly. 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. With the passage of Act 51 by the 2004 State Legislature, however, SCBM has been reorganized into a School Community Council (SCC) to reflect the current changes of the law. In January 2000 the school adopted the Success for All (SFA) reading program. In 2003 the school adopted the Saxon Math Series. Aiea Elementary was designated a "restructured" school by Superintendent Hamamoto in March 2005 in accordance with the provisions of the "No Child Left Behind" (NCLB) federal legislation. The Edison Alliance is the restructuring consultant that has been assigned to our school for the 2005-06 school year to help our students meet NCLB requirements.

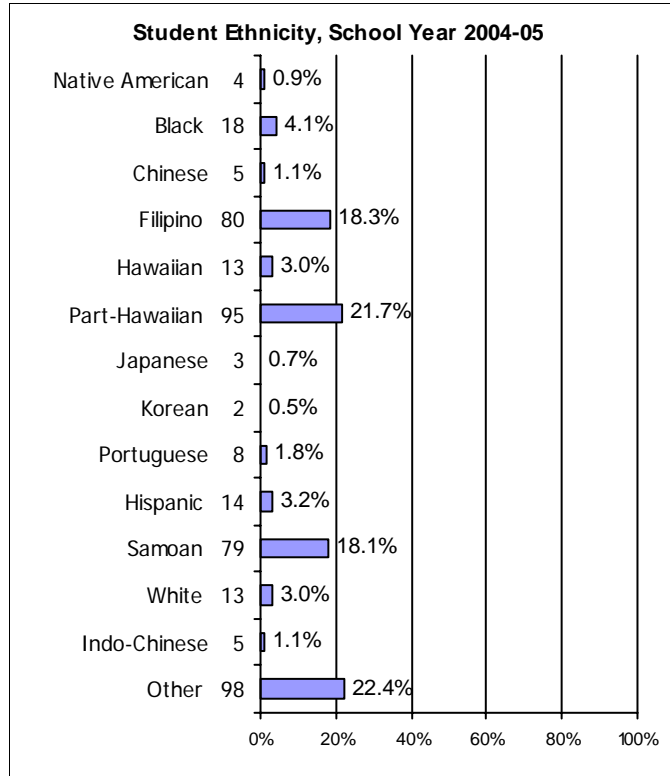
School Address:

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

School Setting

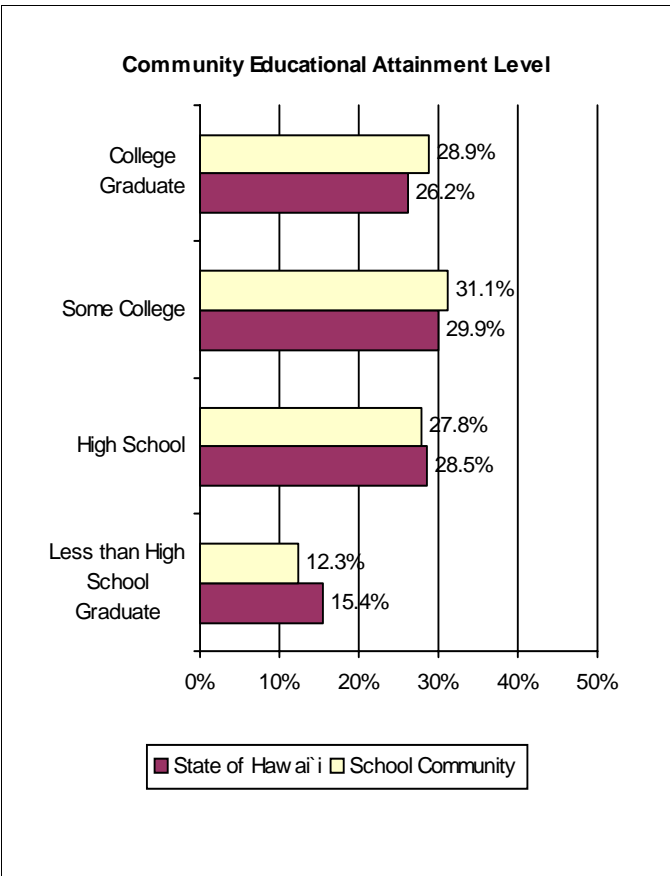
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	392	405	413
Number and percent of students enrolled for the entire school year	349 89.0%	362 89.4%	373 90.3%
Number and percent of students receiving free or reduced-cost lunch	330 84.2%	349 86.2%	371 89.8%
Number and percent of students in Special Education programs	52 13.3%	47 11.6%	42 10.2%
Number and percent of students with limited English proficiency	41 10.5%	72 17.8%	90 21.8%
Percent of Kindergartners who attended preschool	--	--	27%



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%



School Improvement

Summary of Progress

INCLUSIVENESS: When decisions that affect an individual, group or a combination of role groups, every effort is made to include them in information & decision-making. Organizationally, the Leadership Committee, (principal, vice principal, counselors, librarian, SFA reading coordinator, Student Services Coordinator, & teachers representing various grade levels), is where issues are raised, discussed & 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 through "home group" meetings. Because of the many mandates placed on Aiea Elementary School (AES) as an NCLB "status schools," inclusive decision-making at times 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 & input to issues, this has been virtually impossible due to the stringent timeline and compliance requirements. An extra effort is always made to engage parents in discussions about school issues when parent/student activities are planned. This usually takes the shape of small group discussions. Constructive criticisms are discussed & addressed. The schools Open Door Policy is another way parents can express their concerns to the school's administration at any time.

The Family Support Team (FST) also deals with specific attendance, behavioral, school climate and academic issues. The FST servers, in part, 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.)

The 2004 Legislature passed ACT 51, Reinventing Education which mandates the formation of a School Community Council (SCC) made up of the various role groups the make up the school. (Administration, teachers, support staff, students, parents and other community members.) AES formed its SCC according to guidelines and is prepared to implement it during the 2005-06 SY.

PURPOSEFULNESS: An attempt was made to identify learner beliefs. However, given the present design for reaching the benchmarks to achieve AYP, the beliefs identified were not appropriate & did not fit the design. Essentially, there is no consensus regarding the current instructional improvement design & the belief structure that must accompany the design. Further work is needed.

STUDENT FOCUSED EFFORTS: With the NCLB status of "Planning for Restructuring," the state/district assigned ETS/Pulliam, an educational consultant, to help solidify standards based learning in every classroom in AES. The ETS/Pulliam Group brought for the school's consideration, the *Focus on Standards Model*, a design tool for the implementation of standards based instruction. AES adopted the ETS/Pulliam model & tried to implement it during the year. Training & support from the provider was episodic and so, follow up was not consistent. The ETS/Pulliam model's premise is that a school must use data to improve instruction. This premise is based on the knowledge that in the future instead of standardized norm referenced tests, the shift will be toward the assessment of standards in the form of criterion reference tests. With this shift comes greater school and student accountability. The *Focus on Standards Model* consists of the following: (Targeted Standards; Classroom Instruction; Interim Assessment; Structured Teacher Planning Time (STPT); Intervention.)

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School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		28.5
Regular Instruction, FTE	49.1%	14.0
Special Instruction, FTE	24.6%	7.0
Supplemental Instruction, FTE	26.3%	7.5
Teacher headcount		29
Teachers with 5 or more years at this school		12
Teachers' average years of experience		9.9
Teachers with advanced degrees		6

Professional Teacher Credentials

Fully licensed	96.6%	28
Provisional credential	3.4%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	17.3
Special Instruction	6.0

* 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

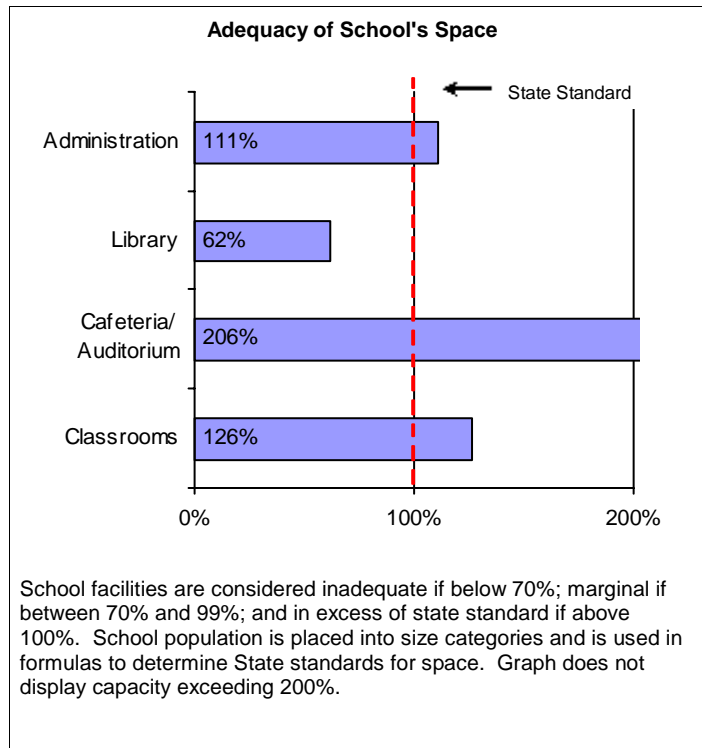
School Year Ending 2005

Classrooms available	34
Number of classrooms short (-) or over (+)	5

	Score		
	1	2	3
Grounds	2		
Building exterior			3
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
Total		15	

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 Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2003	70.2%	--	78.4%	--	72.6%	--
	2005	86.7%	87.4%	74.9%	77.1%	73.9%	76.5%
Quality Student Support	2003	70.3%	--	70.4%	--	64.0%	--
	2005	69.2%	79.7%	66.6%	72.9%	60.3%	66.4%
Professionalism & System Capacity	2003	64.0%	--	83.3%	--	79.2%	--
	2005	16.7%	77.6%	79.2%	83.7%	80.0%	84.4%
Coordinated Team Work	2003	70.9%	--	64.4%	--	65.5%	--
	2005	41.7%	77.2%	54.2%	58.4%	54.8%	64.0%
Responsiveness of the System	2003	82.7%	--	72.1%	--	There are no student items for this dimension	
	2005	75.0%	82.9%	71.2%	70.3%		
Focused & Sustained Action	2003	62.0%	--	60.3%	--	57.0%	--
	2005	58.3%	80.2%	58.9%	57.3%	68.4%	72.9%
Involvement	2003	88.0%	--	63.9%	--	54.2%	--
	2005	66.7%	85.6%	70.8%	68.5%	63.1%	59.8%
Satisfaction	2003	33.8%	--	66.4%	--	72.0%	--
	2005	33.3%	65.8%	63.3%	70.6%	72.0%	72.8%
Student Safety & Well Being	2003	70.7%	--	70.3%	--	64.0%	--
	2005	58.3%	86.0%	68.1%	75.1%	59.7%	65.0%
Survey Return Rate **	2003	83.3%	--	19.9%	--	100.0%	--
	2005	100.0%	78.6%	12.6%	23.8%	97.0%	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.

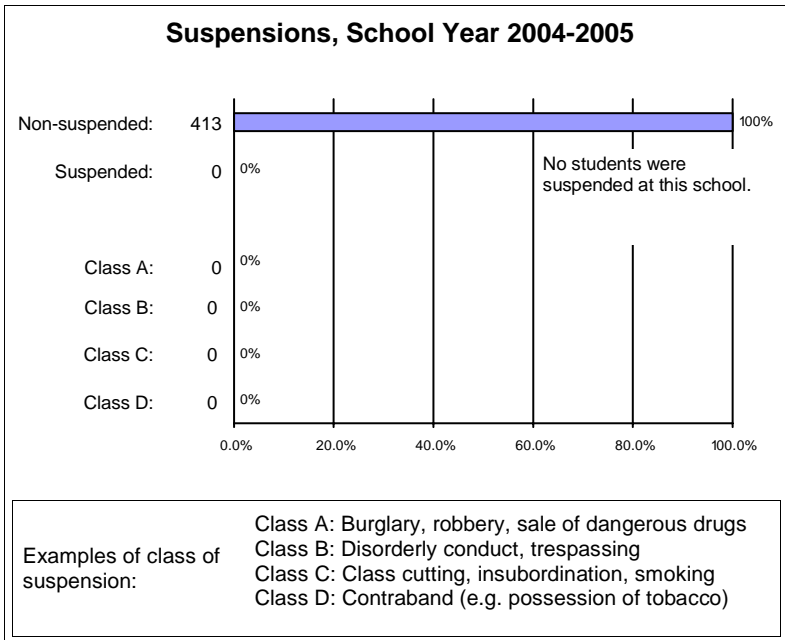
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2002-03	2003-04	2004-05	State Standard
Average Daily Attendance: % (higher is better)			
93.8%	93.5%	93.2%	95.0%
Average Daily Absences: in days (lower is better)			
11.0	11.6	12.1	9

Suspensions, School Year 2004-2005



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

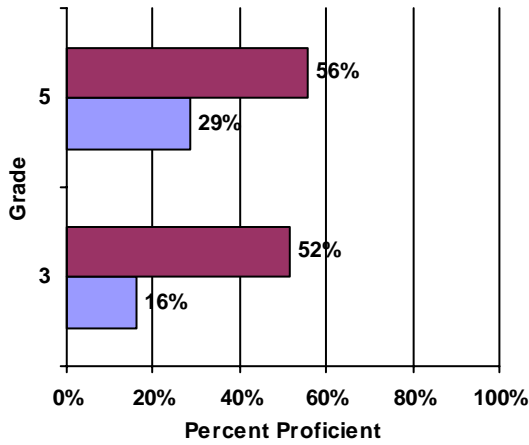
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	336	350	368
Percent retained in grade	0%	0%	1%

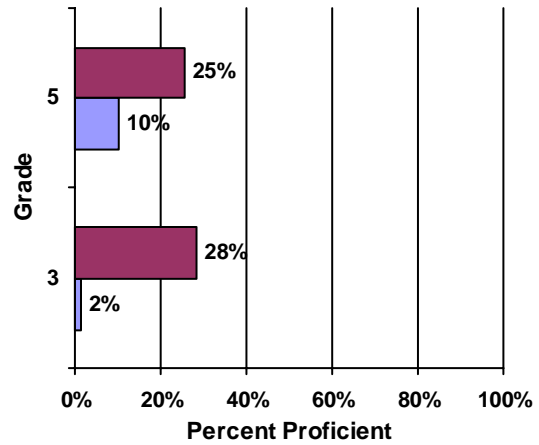
Vital Signs

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	2.7	3.1	2.6	3.0	2.6	3.0	2.6	3.0	2.8	3.2	2.7	3.1
3	2.2	2.8	2.2	2.8	2.0	2.6	2.0	2.6	2.3	2.9	2.2	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
6	85%	80%	92%	83%
5	57%	78%	68%	83%
4	70%	74%	81%	84%
3	54%	82%	67%	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"

* means data not reported to maintain student confidentiality (see FERPA).

Other School Information

Continued from page 3

With the *Focus on Standards Model*, teachers, parents & students are clear on what should be learned & can work together to support student learning. It is expected that teachers will modify their instruction based upon the assessment data & that the teaching strategies used are directly related to the results obtained from the data.

The State Superintendent designated Aiea Elementary a “restructured school” in March 2005. This decision was made because, we were not able to meet the expectations of the two data points that the state required of all “planning for restructuring” schools. Although this was a blow to our school’s community, the assignment of the Edison Alliance as our “next” educational consultant has been met with greater hope.

This report asks the school to provide indications of “purposefulness” in school level planning, however, the implementation of procedures for restructured schools has been less than purposeful. The contradiction in accountability for those in charge has been confusing, to say the least.

ACTION ORIENTED: The issue of not having enough academic alternatives for struggling students is a continuing concern. Although the tutoring provided through our reading program has helped many emerging readers, there appears to be a need for more intensive, focused interventions for students who may be reading several years below grade level. Presently, the only intensive, focused alternative is special education. Qualifying students for special education just so that they can receive intensive services is not a good practice, and yet, our experience has shown that with intensive, focused interventions, these students do succeed & within two or three years are exited from the program.

These students are characterized as being proficient with the informal or social English but not proficient in formal English or the academic language that is needed for success in school. They also come with prior knowledge or experiences that are different from experiences that are needed to succeed in school. Because the special education assessments are dependent upon receptive & expressive language, these students’ test results often show them to be of lower intelligence. It has become extremely difficult to determine eligibility for special education in these cases.

ACCOUNTABILITY: The NCLB accountability has “kicked in” for AES as a Title I restructured school. This means that intensive support services are needed to bring our school up to par. The Edison Alliance has been selected to improve our achievement scores. As a restructured school, our school’s Complex Area Superintendent will have control of all state/federal funds and personnel decisions. The assumption is that we must have been putting our resources in the wrong place & therefore, control of the finances and personnel must be given to higher ups. The Edison Alliance will be paid approximately \$400,000 per year, per school. There are seven schools that the Edison Alliance has been assigned. (Total: \$2,400,000) As such, the school is left without the extra funding it had before to help with lowering class size ratios and tutoring for struggling students.

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. Our hope is that the Edison Alliance will be able to help in this area.

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