



Aiea Elementary School

School Code: 200

Grades K-6

School Status and Improvement Report School Year 2005-06



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School Address:

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

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, and reports student achievement results along with other vital signs.

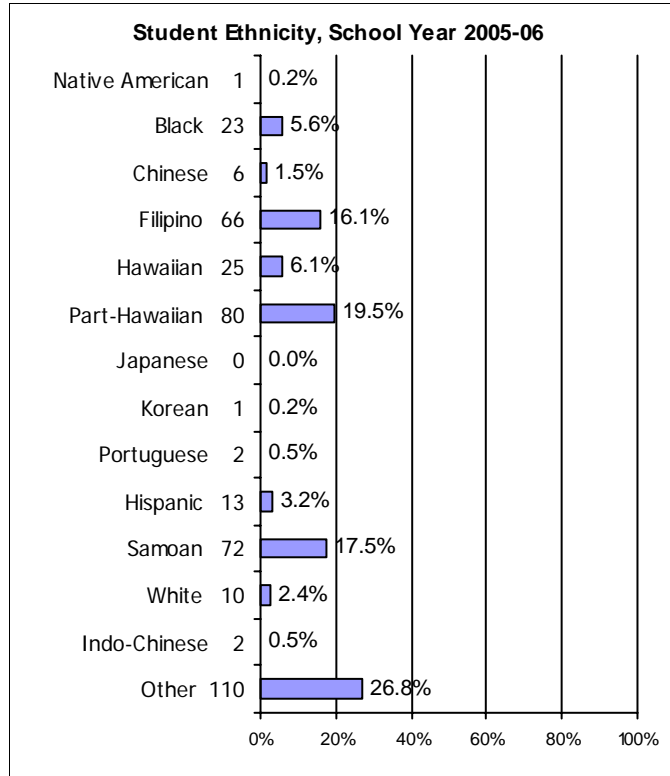
School Description

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. Although the school has successfully raised reading achievement scores with the SFA reading program, data indicates that the SFA program was reaching only about 50% of our student population. A faculty decision was made to adopt the Houghton-Mifflin reading series for the 2006-07 school year. 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 was assigned to our school for the 2005-06 school year. The Edison School's contract calls for the raising of the schools AYP score. We await the Spring HSA testing results.

School Setting

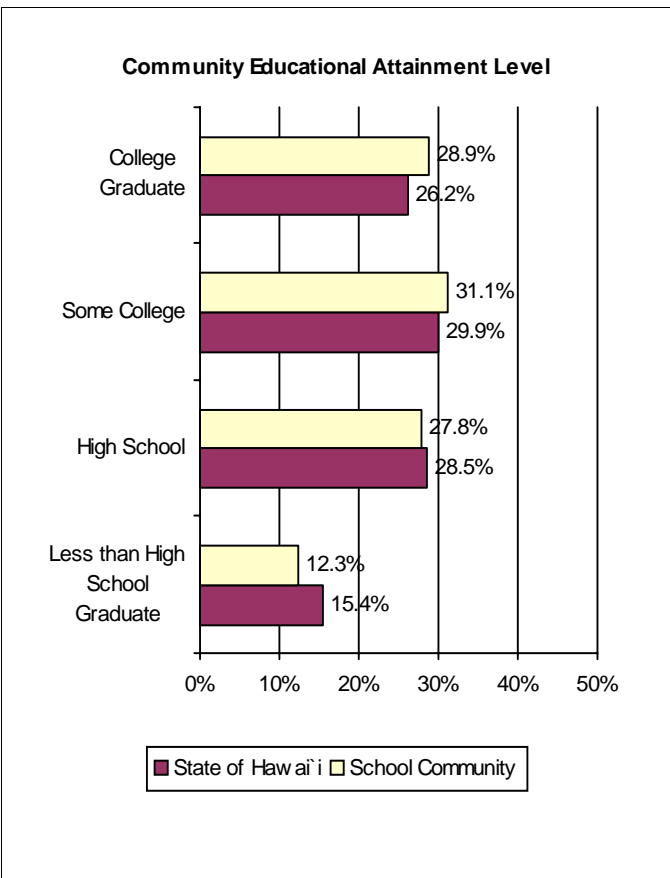
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	405	413	390
Number and percent of students enrolled for the entire school year	362 89.4%	373 90.3%	370 94.9%
Number and percent of students receiving free or reduced-cost lunch	349 86.2%	371 89.8%	337 86.4%
Number and percent of students in Special Education programs	47 11.6%	42 10.2%	53 13.6%
Number and percent of students with limited English proficiency	72 17.8%	90 21.8%	102 26.2%
Percent of Kindergartners who attended preschool	--	27%	40%



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: 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 Team includes the principal, vice principal, librarian, academic coach, technology coordinator, and teachers representing various grade levels. It is at the Leadership Team 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.

As a designated "restructured school" 'Aiea Elementary has been partnered with Edison Schools in an alliance that is focused on raising Annual Yearly Progress (AYP) test scores. A key component of the Edison improvement system is their Benchmark Assessment system. It is a computer based assessment in reading and math that students in grades 2-6 take monthly. (These monthly assessments are said to be correlated with the HSA. Monthly benchmark data indicates that the school should do well on math and is questionable on reading.) We await the July results.)

Generally, communication from the Leadership Team is carried out through "home group" meetings, however, because of the many mandates placed on NCLB "status schools," often times 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 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. Generally, this takes the shape of small group discussions. Constructive criticisms are discussed and addressed. The school's Open Door Policy is also another way for parents to feel that they can express their concerns to the school's administration at any time.

The 2004 Legislature passed a comprehensive education reform bill commonly referred to as ACT 51. This law 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.) 'Aiea Elementary formed its SCC completed its first implementation year.

PURPOSEFULNESS: With the help of the Edison Alliance, the school's purpose has been to raise AYP scores. This has led to numerous discussions about the purposefulness of instruction. For example, should instruction merely focus on testing? It appears that this question is moot because regardless of whether the school thinks that AYP scores should be a byproduct of healthy school, the focused is on raising AYP scores. Ours is not to reason why but rather to do...and hopefully not...die.

STUDENT FOCUSED EFFORTS: State Superintendent, Patricia Hamamoto, designated 'Aiea Elementary a "restructured school" in March 2005. This decision was made because the school was not able to meet testing benchmark expectations. By designating 'Aiea Elementary a restructured school, the State Superintendent's focus has been to raise test scores. As such, 'Aiea Elementary in collaboration with Edison Schools has made this the instructional focus for all students.

The Edison model for restructuring is that a school must use data to improve instruction. The computer based Edison Benchmark Assessment is the keystone of their program. It gives monthly feedback data to teachers to analyze and to determine whether their instruction has been focused enough on preparing students for the HSA. It is expected that teachers will modify their instruction based upon the assessment data and that their teaching strategies are directly related to the results obtained from the data.

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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		9
Teachers' average years of experience		8.3
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	93.1%	27
Provisional credential	3.4%	1
Emergency credential	3.4%	1

Students per Teaching Staff *

Regular Instruction	15.7
Special Instruction	7.6

* 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	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

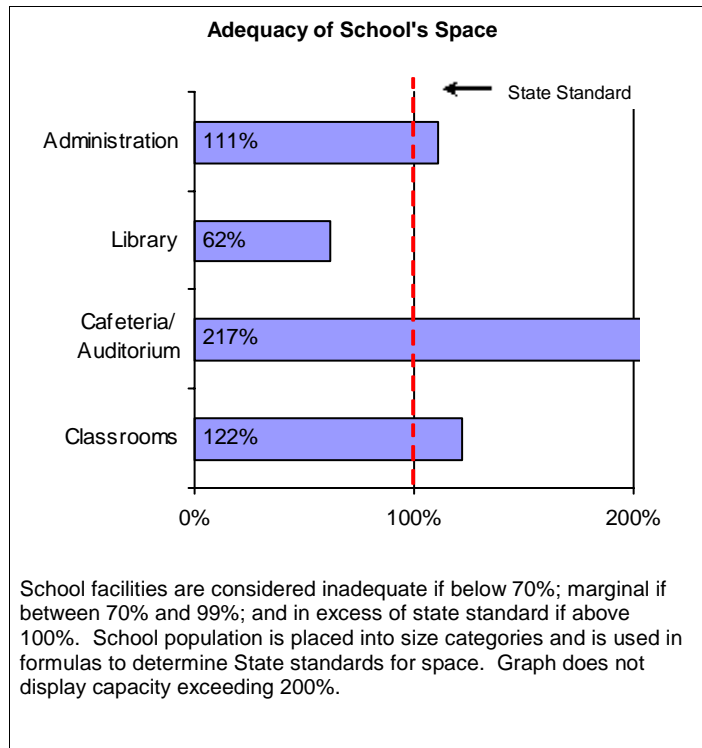
School Year Ending 2006

Classrooms available	28
Number of classrooms short (-) or over (+)	1

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior		2	
Equipment/Furnishings		2	
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 *		Teachers		Parents		Students	
Dimensions		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.

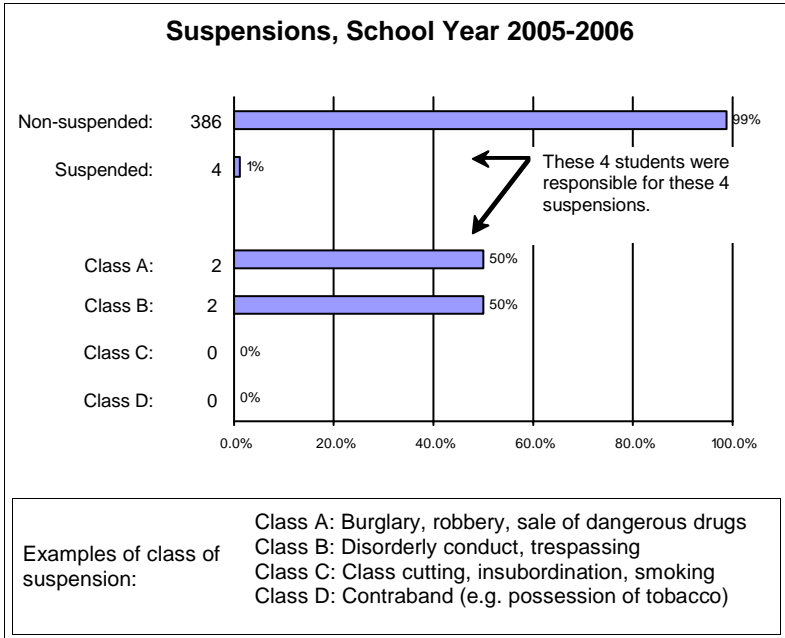
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2003-04	2004-05	2005-06	
Average Daily Attendance: % (higher is better)			
93.5%	93.2%	91.5%	95.0%
Average Daily Absences: in days (lower is better)			
11.6	12.1	15.2	9

Suspensions, School Year 2005-2006



School Retention

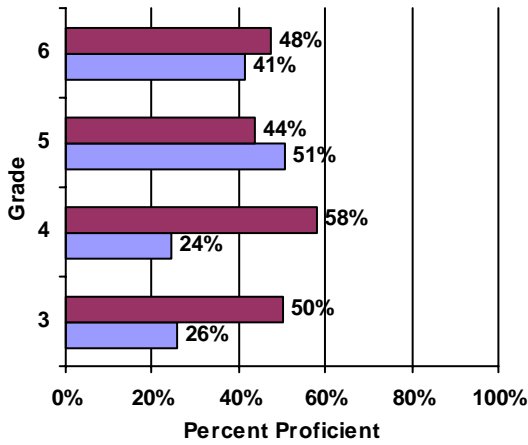
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2004	2005	2006
Total number of students	350	368	347
Percent retained in grade	0%	1%	1%

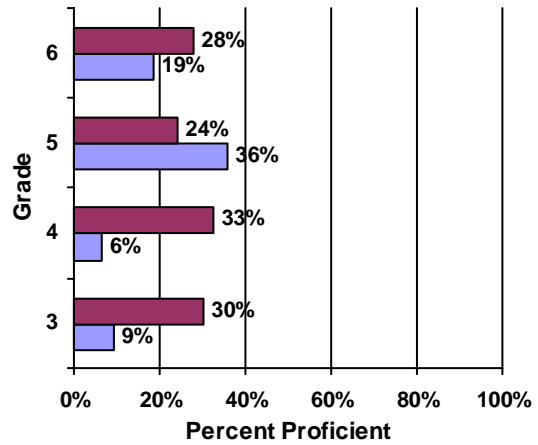
Vital Signs

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

State writing test was not given in Spring 2006.

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	73%	80%	79%	84%
5	66%	77%	80%	82%
4	56%	75%	66%	85%
3	72%	82%	69%	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

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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 contradictions in accountability by 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 and within two or three years are exited from the program. NCLB Supplementary Educational Services (SES) is also available and we are beginning to see an increase in the number of families who are taking advantage of these services.

ACCOUNTABILITY: The state’s accountability measures have “kicked in” for NCLB status schools such as AES. Our school has been designated a restructured school, which means that intensive support services are needed to bring our school up to par. For this school year, the Edison Alliance was selected to improve our achievement scores. As a restructured school, the school’s Complex Area Superintendent (Ms. Betty Mow) 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 and therefore, control of the finances and personnel must be given to someone besides the school. The Edison Alliance was 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 used to have to lower class size ratios and provide 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 was that the Edison Alliance would have helped in this area. Although addressed, this issue continues to be a concern. It will be a major focus area for next year. Given the shift in the educational paradigm, perhaps a new kind of leadership is needed at Aiea. It has been a consideration for some time now.

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