



# Aiea Elementary School

School Code: 200

Grades K-6

## School Status and Improvement Report School Year 2006-07



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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 mostly live in two public housings, Puuwai Momi and Halawa View. The remainder of our children lives in surrounding single residential homes and Navy 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 Language Learners (ELL) significantly. With the passage of Act 51 by the 2004 State Legislature, SCBM has been reorganized into a School Community Council (SCC) to reflect the current changes of the law. In 2006, Aiea decided to adopt a new school wide reading program called Houghton-Mifflin Reading Program in order to try to increase reading scores and learning. In 2003, the school adopted the Saxon Math Series and has seen an improvement in math scores and learning in the past several years. Aiea has some interesting programs and they include--a music program for our pre-school to sixth grade children, recess and after school organized sport activities, a mentorship program, and partnerships with the military, church organizations, and community organizations. The school is hoping to increase our mentorship program, increase our reading program, increase our parent involvement, and increase our children's learning in the 2007-08 school year.

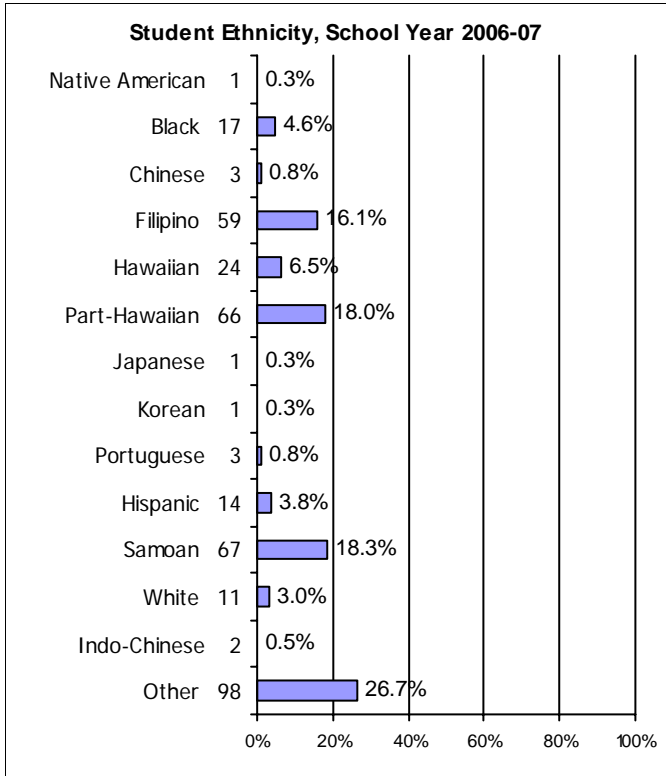
Aiea Elementary was designated a "restructured" school in March 2005 in accordance with the provisions of the "No Child Left Behind" (NCLB) federal legislation. The Edison Alliance has been the restructuring consultant that was assigned to our school for the 2005-06 and 2006-07 school years. The Edison Alliance has been hired by the State DOE to raise reading and math scores so that Aiea can meet the criteria for passing Hawaii's Adequately Yearly Progress (AYP) test scores. The Edison Alliance was recently hired again for the 2007-08 school year.

"Aiea Elementary...Where Dreams Begin" is our Vision Statement.

School Setting

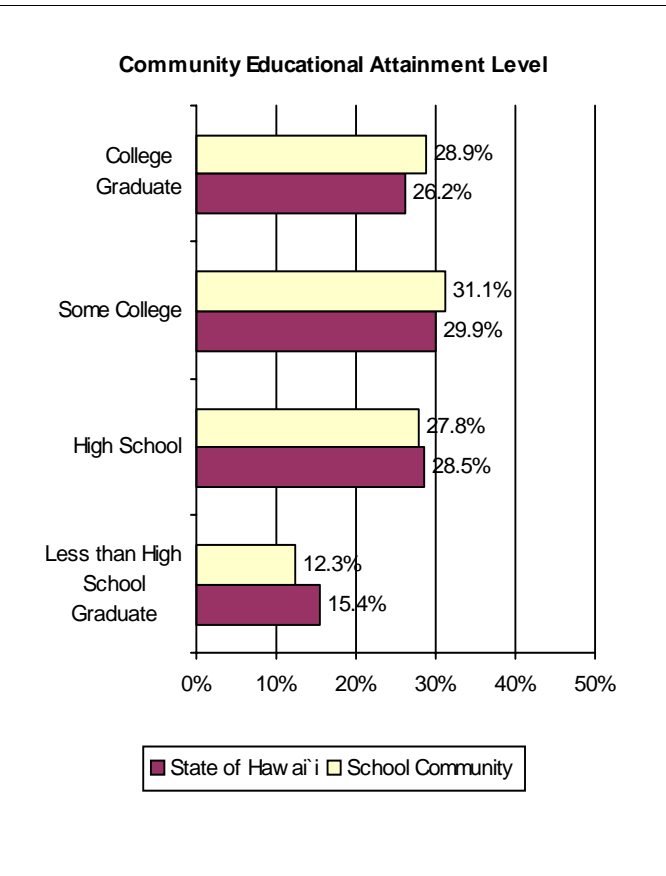
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	413	390	372
Number and percent of students enrolled for the entire school year	373 90.3%	370 94.9%	331 89.0%
Number and percent of students receiving free or reduced-cost lunch	371 89.8%	337 86.4%	305 82.0%
Number and percent of students in Special Education programs	42 10.2%	53 13.6%	46 12.4%
Number and percent of students with limited English proficiency	90 21.8%	102 26.2%	105 28.2%
Percent of Kindergartners who attended preschool	27%	40%	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

During the 2006-07 school year, Aiea Elementary School continued the restructuring process with The Edison Alliance. The school made improvements in standards based education, having monthly benchmark testing in reading and math, reviewing constructed responses, conducting weekly walkthroughs, having weekly Leadership Team meetings, increasing parent involvement opportunities, discussing monthly analysis of data, and providing new professional development sessions.

Starting in September, and continuing through May, Benchmark Assessments in reading and math were collected for grades two through sixth. These monthly assessments were analyzed for the school, grade level, individual classes and individuals. This was done during faculty meetings, grade level meetings, articulation time, P/C days and even at home. Teachers spent a lot of time coming up with strategies to work with children who did not understand certain concepts. Instruction was certainly altered to address the concerns learned from these monthly assessments.

Constructed Responses were reviewed by teachers two times a month in reading and math. This was done during faculty meetings, grade level meetings, articulation time, P/C days and even at home. Teachers spent a lot of time coming up with strategies to work with children who were not able to write proficient constructed responses. In addition, teachers spent a lot of time writing good questions and rubrics too. Instruction was certainly altered to address the concerns learned from these constructed responses review sessions.

Formal weekly walkthroughs were conducted, sometimes with Edison personnel. During these walkthroughs, many things were looked for---evidences of accomplishing our General Learner Outcomes, evidences of standards based education (benchmarks, objectives, rubrics, differentiation, ...), evidences of student engagement, and other best practices.

Our Leadership Team meetings were held once a week. This team was made up of grade level chairpersons, librarian, curriculum coordinator, special education chairperson, Edison Alliance personnel, and Aiea Complex personnel. Topics included---a review of constructed responses monthly, monitoring of our Academic/Financial Plan, data analysis, program effectiveness, test administrative plans, review of behavior data, communication improvement, HSA Countdown Plan, and monitoring of program implementation.

To increase parent involvement and participation, a number of parent/family activities were held. Some activities included: Family Reading Celebration, Christmas Workshop, SCC Community Meetings, and many Family Night Workshops (including HSA strategies).

Aiea recognizes the critical importance of ongoing articulation and staff development, and this year, established an articulation time within the day. Our Music specialist and our counselors provide music and character education to classes while a grade level of teachers meet to---review constructed responses, analyze data, devise strategies to increase learning, and planning time.

Our teachers and staff are committed to increase student achievement and to provide a safe a nurturing learning environment, "Where Dreams Begin."

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		27.0
Regular Instruction, FTE	70.4%	19.0
Special Instruction, FTE	25.9%	7.0
Supplemental Instruction, FTE	3.7%	1.0
Teacher headcount		27
Teachers with 5 or more years at this school		10
Teachers' average years of experience		7.9
Teachers with advanced degrees		7

**Professional Teacher Credentials**

Fully licensed	92.6%	25
Provisional credential	7.4%	2
Emergency credential	0.0%	0

**Students per Teaching Staff \***

Regular Instruction	16.3
Special Instruction	6.6

\* 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	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 2007

Classrooms available	34
Number of classrooms short (-) or over (+)	7

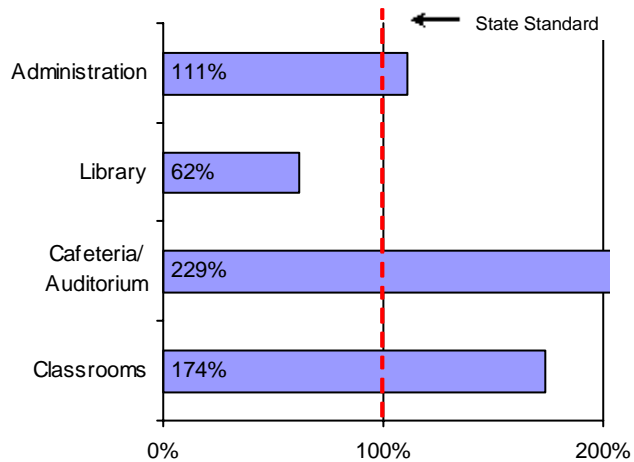
**School facilities inspection results**

	Score		
	1	2	3
Grounds		2	
Building exterior			3
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
<b>Total</b>		13	

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**



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	State
Standards-Based Learning	2005	86.7%	87.4%	74.9%	77.1%	73.9%	76.5%
	2007	81.5%	89.1%	78.5%	78.4%	81.4%	75.6%
Quality Student Support	2005	69.2%	79.7%	66.6%	72.9%	60.3%	66.4%
	2007	63.8%	79.6%	76.0%	74.4%	66.2%	66.3%
Professionalism & System Capacity	2005	16.7%	77.6%	79.2%	83.7%	80.0%	84.4%
	2007	71.7%	78.8%	91.7%	85.6%	84.3%	84.0%
Coordinated Team Work	2005	41.7%	77.2%	54.2%	58.4%	54.8%	64.0%
	2007	63.3%	77.7%	55.6%	59.7%	72.5%	64.1%
Responsiveness of the System	2005	75.0%	82.9%	71.2%	70.3%	There are no student items for this dimension	
	2007	76.7%	83.0%	79.6%	70.9%		
Focused & Sustained Action	2005	58.3%	80.2%	58.9%	57.3%	68.4%	72.9%
	2007	65.8%	79.9%	56.9%	61.3%	76.5%	75.2%
Involvement	2005	66.7%	85.6%	70.8%	68.5%	63.1%	59.8%
	2007	80.0%	85.7%	76.9%	69.0%	60.8%	59.5%
Satisfaction	2005	33.3%	65.8%	63.3%	70.6%	72.0%	72.8%
	2007	42.4%	68.0%	61.7%	71.1%	78.8%	71.2%
Student Safety & Well Being	2005	58.3%	86.0%	68.1%	75.1%	59.7%	65.0%
	2007	56.4%	84.9%	74.1%	76.7%	65.4%	64.7%
Survey Return Rate **	2005	100.0%	78.6%	12.6%	23.8%	97.0%	91.1%
	2007	71.4%	76.2%	10.1%	21.0%	83.6%	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.

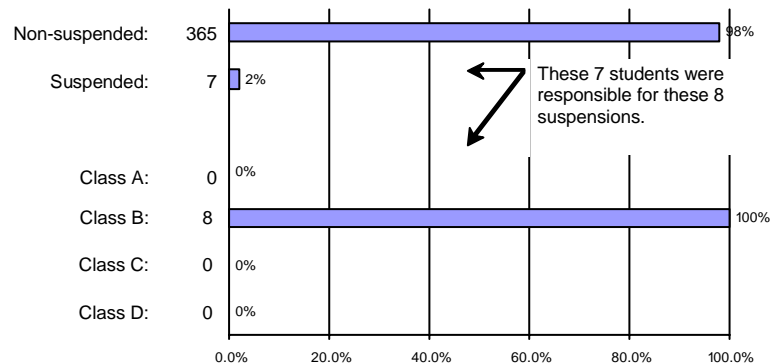
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			<b>State Standard</b>
2004-05	2005-06	2006-07	
<b>Average Daily Attendance: %</b> (higher is better)			
93.2%	91.5%	91.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
12.1	15.2	15.0	<b>9</b>

#### Suspensions, School Year 2006-2007



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

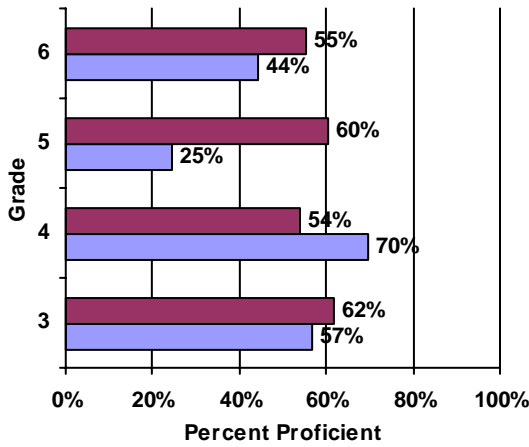
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2005	2006	2007
Total number of students	368	347	323
Percent retained in grade	1%	1%	0%

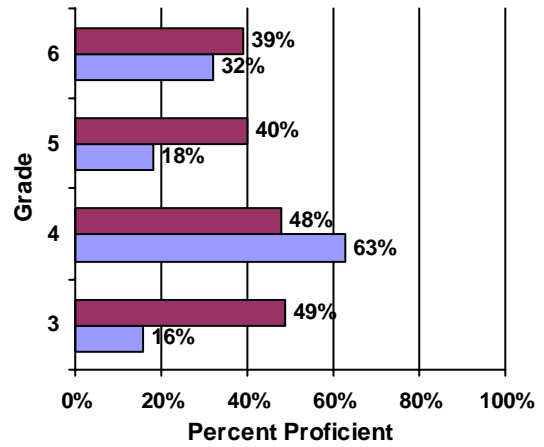
**Vital Signs**

**Hawaii State Assessment**

**HCPS Reading**



**HCPS Mathematics**



School
  State

A bar may not be shown to maintain student confidentiality (see FERPA).

**HCPS Writing**

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	2.9	2.6	2.6	2.5	2.6	2.4	2.7	2.5	2.7	2.5
6	2.8	2.8	2.4	2.6	2.6	2.5	2.7	2.7	2.6	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

**TerraNova, 2nd Edition**

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	63%	74%	54%	75%
4	88%	77%	80%	77%
5	52%	78%	49%	77%
6	68%	78%	71%	73%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.  
 "--" means missing data.  
 "\*" means data not reported to maintain student confidentiality (see FERPA).

**Other School Information**

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